Bryden, J. D.
1934

A method of organizing art activities in the extra-curricular program of the secondary school.

School of Education
May 31, 1934
12170

12170

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

THESIS

A METHOD OF ORGANIZING ART ACTIVITIES IN THE EXTRA-CURRICULAR PROGRAM OF THE SECONDARY SCHOOL

Submitted by

Jeannette Duncan Bryden
(B.S. in Ed., Boston University, 1933)

In partial fulfillment of the requirements for the
degree of Master of Education

1936

First Reader: Professor Edward J. Mason

Second Reader: Professor Herbert Blair

Boston University
School of Education
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A METHOD OF ORGANIZING ART ACTIVITIES IN THE EXTRA-CURRICULAR PROGRAM OF THE SECONDARY SCHOOL

CHAPTER I

INTRODUCTION

The Problem

When considering a method of organizing the art activities in the extra-curricular program of the secondary school, it should be recalled that (1) art has not yet become a vital and important part of the American Secondary School curriculum[1]; (2) that there is no general agreement throughout the country in regard to the subject matter content of the art courses[2], and furthermore, (3) that the extra-curricular activities are being taken for granted as an integral part of the school program[3]; and (4) that art services for these extra-curricular activities are essential.

These four factors are sufficient evidence of the need of a suitable method for organizing the art

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[1] Thomas Munro, "Adolescence and Art Education" p. 68 Bulletin of the Worcester Art Museum, Vol.XXVI, No. 3, July 1930.

[2] William G. Whitford, An Introduction to Art Education. P. 63, N.Y., D. Appleton & Co., 1929.

[3] Paul W. Terry, Supervising Extra-Curricular Activities. P. 1, N.Y., McGraw-Hill Book Co., Inc.,1930

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A METHOD OF ORGANIZING ART ACTIVITIES IN THE EXTRA-CURRICULAR PROGRAM OF THE SECONDARY SCHOOL

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[1] Thomas Monro, "Adolescence and Art Education" p. 62 Bulletin of the Worcester Art Museum, Vol.XXVI, No. 6, July 1930.

[2] William G. Whitford, An Introduction to Art Education. P. 83, N.Y., D. Appleton & Co., 1929.

[3] Paul W. Terry, Supervising Extra-Curricular Activities. p.161, N.Y., McGraw-Hill Book Co., Inc.,1930

activities.

This study is restricted to the selection, organization, and activities of art clubs at the secondary school level. The proposed clubs are developed so that they may function as an integrating factor in the extra-curricular program of the school on the one hand, and supplement the art courses on the other. It is chiefly an attempt to offer constructive procedures for developing art clubs by a method fundamental enough to be generally applicable to any type of secondary school. This centers the problem about the art services needed by the extra-curricular activities, and the character of the art offered in the secondary school.

Sources of Data

The sources and treatment of data, to summarize briefly, are as follows:

I. Analysis of leading published courses of study in art for the secondary school grades of the United States to determine the types of art commonly employed in organizing the curricula for these grades. The cities represented are the following:

Akron, O	Dallas, Tex.
Atlanta, Ga.	Denver, Colo.
Baltimore, Md.	Detroit, Mich.

Boston, Mass.
Clarksdale, Ariz.
Cleveland, O.
Cleveland Hts. O
Lead, S.D.
Long Beach, Cal.
Little Rock, Ark.
Minneapolis, Minn.
New Orleans, La.
New York, N.Y.
Oakland, Cal.
Omaha, Neb.
Peoria, Ill.

Fresno, Cal.
Hartford, Conn.
Indianapolis, Ind.
Pueblo, Colo.
Philadelphia, Pa.
Pittsburgh, Pa.
Providence, R.I.
San Diego, Cal.
San Francisco, Cal.
Springfield, Mass.
Syracuse, N.Y.
Winchester, Mass
Huron, S.D.

II. Analysis of the literature of extra-curricular activities to discover the nature of and extent to which art can be utilized in such activities.

III. A study of selected books and articles dealing with general education, art education and business administration in order that the final recommendations for the organization of the selected art clubs may conform to the principles of education and sound administrative practices.

Method of Analysis

THe successive steps in the analysis of curricular and extra-curricular art subject matter, and its reorganization into definite art clubs are illustrated by Figure 1.

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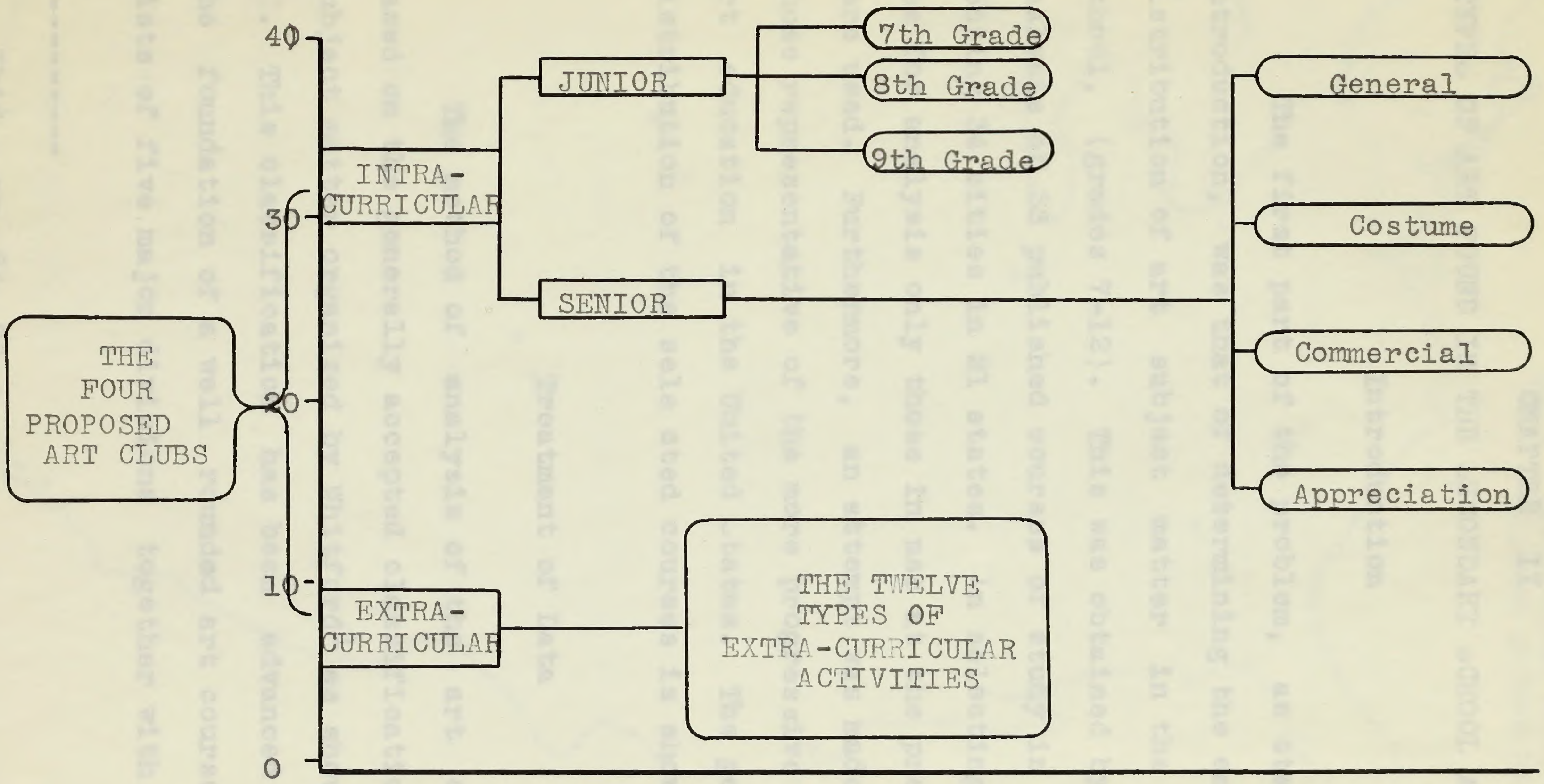
1 List of courses of study analysed is given in the Appendix, p.9 .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THE FOUR PROPOSED ART CLUBS
INTRA-CURRICULAR
EXTRA-CURRICULAR
JUNIOR
SENIOR
7th Grade
8th Grade
9th Grade
General
Costume
Commercial
Appreciation
THE TWELVE TYPES OF EXTRA-CURRICULAR ACTIVITIES

FIGURE 1. GRAPHICAL OUTLINE OF METHOD USED TO ANALYZE THE EXTRA- AND INTRA- CURRICULAR DATA. ORDINATES REPRESENT THE SUBJECT CONTENT RATING. (see Chapters II-III).

CHAPTER II

TYPES OF ART FOUND IN THE SECONDARY SCHOOL ART COURSES

Introduction

The first part of the problem, as stated in the Introduction, was that of determining the emphasis and distribution of art subject matter in the secondary school, (grades 7-12). This was obtained by a careful analysis of 53 published courses of study in art representing 34 cities in 21 states. In selecting the courses for analysis only those in use at the present time were used. Furthermore, an attempt was made to secure those representative of the more progressive centers of art education in the United States. The geographical distribution of the selected courses is shown by Map I.

Treatment of Data

The method of analysis of the art courses was based on the generally accepted classification of art subject matter organized by Whitford[1] as shown in Table II. This classification has been advanced as forming the foundation of a well rounded art course. It consists of five major divisions together with their sub-

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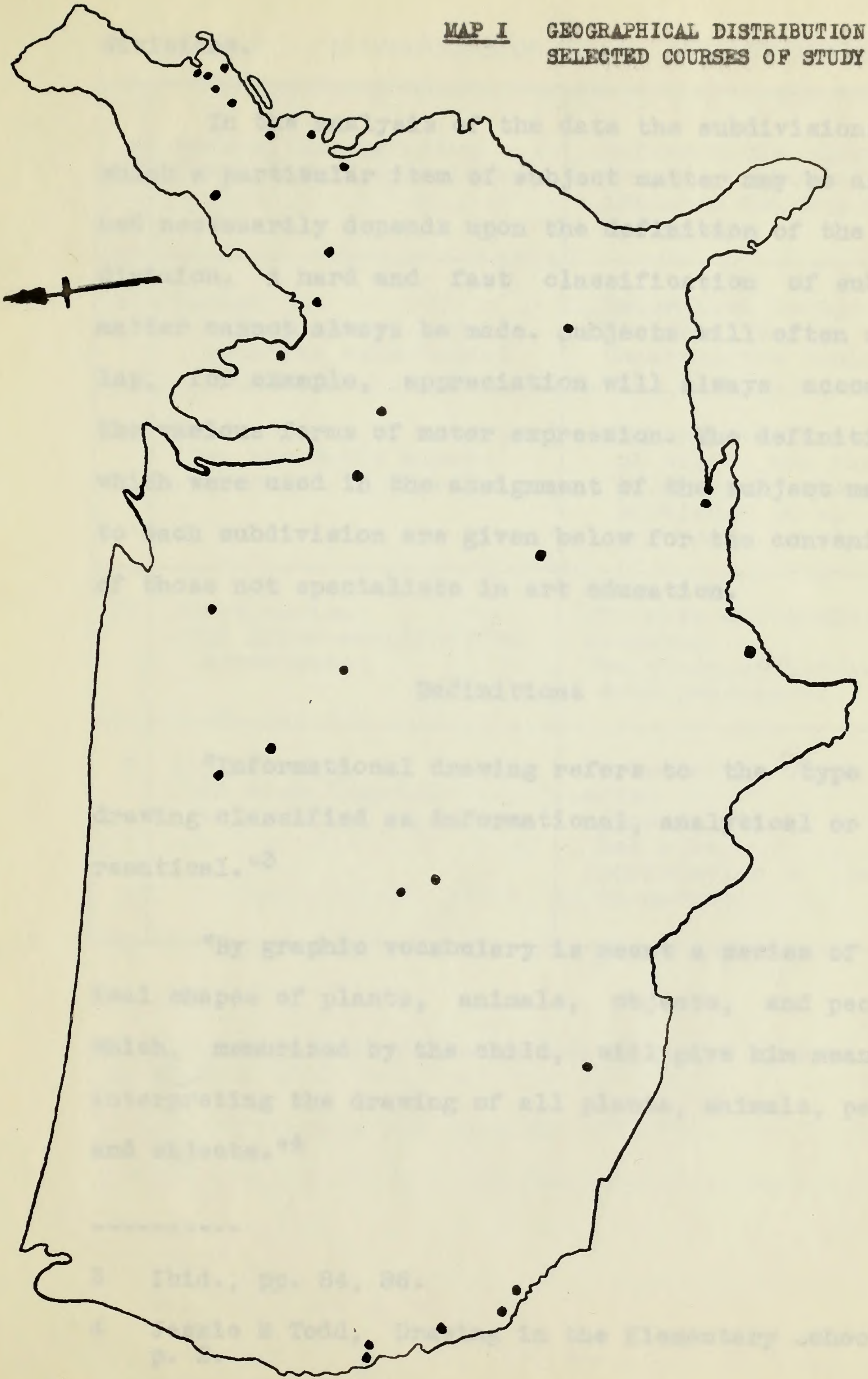
3 Ibid., pp. 84, 86.

MAP I GEOGRAPHICAL DISTRIBUTION OF THE SELECTED COURSES OF STUDY



divisions.

In the analysis of the data the subdivisions to which a particular item of subject matter may be assigned necessarily depends upon the definition of the subdivision. A hard and fast classification of subject matter cannot always be made. Subjects will often overlap, for example, appreciation will always accompany the various forms of motor expression. The definitions which were used in the assignment of the subject matter to each subdivision are given below for the convenience of those not specialists in art education.

Definitions

"Informational drawing refers to the type of drawing classified as informational, analytical or diagramatical."[3]

"By graphic vocabulary is meant a series of typical shapes of plants, animals, objects, and people, which, memorized by the child, will give him means of interpreting the drawing of all plants, animals, people and objects."[4]

---

[3] Ibid., pp. 84, 86.

[4] Jessie M Todd, Drawing in the Elementary School, p. 2.

TABLE I. CLASSIFICATION OF ART SUBJECT MATTER

I	Drawing and Painting (The graphic experience)	Informational drawing Graphic vocabulary Artistic drawing and painting.
II	Design (The ornamental and creative experience)	Decorative design Pictorial design Constructive design
III	Color (The chromatic experience)	The systematic study of color, and the application of color knowledge to all problems
IV	Construction (The motor-constructive experience)	The arts and crafts Modeling The study of industrial arts processes.
V	Appreciation (The visual-mental-enjoymental experience)	Appreciation of fine arts. Appreciation of industrial arts. Appreciation of beauty in nature.

(From W.G.Whitford; An Introduction to Art Education, p. 90.)

"Artistic drawing refers to the type of expression, (drawing or painting), which is not primarily concerned with the actual appearance of the object, but aims rather at aesthetic effect. This invloves more of the artistic interpretation of objects and less of the precise details of contour or shape."[5]

Decorative design is abstract, geometric,or conventionalized forms used as surface decoration, i.e., borders, surface patterns such as cloth, paper, etc.

Pictorial design refers to design as composition. It is more or less realistic rendering of objects or scenes. Examples are posters, wall-hangings, scenic wallpaper, and the like.

Construction includes handwork of all kinds ---- manipulation of many kinds of materials such as clay, wood, textiles, paper, metal, cardboard,etc., including modelling and sculpture for both illustrative and artistic purposes.

"Appreciation, currently so-called, is aesthetic contemplation through guided attention to nature and graphic and plastic art for purposes of enjoyment."[6]

---

[5] Whitford, op. cit. p. 84.

[6] Frederick V. Nyquist. Art Education in Elementary Schools. pp. 21-22.

The lack of definite information concerning the time spent on each problem in the course of study restricted the analysis to a consideration of the presence or absence of a given topic or item in each, regardless of the frequency of mention within the individual course.

The subject matter for grades seven to nine could be analysed by grades, because definite courses are assigned to each. On the other hand, the art subject matter for grades ten to twelve was not found to be uniformly organized and consisted mostly of elective courses which were assigned to no specific grade. Therefore, these courses wefe tabulated by name, and the four having the greatest frequency of mention were selected as representative of these grades. These data are presented in Table III.

Calculation of Data for Grades Seven to Nine

The art subject matter was assigned to the proper subdivision in accordance with the above definitions, and in this way the frequency of distribution for each subdivision was determined. The rating of the five divisions of art subject matter was computed by obtaining the percentage of courses for each activity. This

TABLE II RANK ORDER OF ART COURSES TAUGHT IN THE SENIOR HIGH SCHOOL (Grades ten to twelve).

Rank	Name of Course	Frequency
1	2	3
1	Commercial art	17
2	Art Appreciation	13
3	General Art	12
4	Custume Design	11
5	Crafts	8
6	Drawing and Painting	8
7	Art in the Home	7
8	Design Principles	6
9	Stagecraft	5
10	Interior Decoration	3
11	Dress Design	3
12	Art in Architecture	3
13	Applied Design	2
14	Pottery, Modeling	2
15	Color	2
16	Civic Art	2
17	Art of the Printed Page	1
18	Technical Drawing	1

method of computation given results which are independent of the number of art activities listed under any subdivision of any of the five main divisions, provided the art activities are representative. It is clear that the inclusion of irrevelent or non-representative subject matter will increase the denominator of the fraction whose numerator is the sum of representative items for all courses. Consequently irrevelent items will decrease the value of the fraction, hence the rating of the subdivision, and therefore give an entirely erroneous result. The rating of each of the five main divisions,is the mean of the ratings of their subdivisions, and similarly the rating of the entire course is the mean of the ratings of its five divisions. This is shown in Table III.

The tabulated numerical data for grades 7, 8, and 9 is given in Table III, and for the four selected courses representative of grades 10, 11, and 12 collectively, in Table IV.

Interpretation of Art Curricula Data

Refering to Figure 2, the ordinates are the ratings expressed in percent, while the abscissa represent the classification of the subject matter. The three broken lines represent respectively grades 7, 8,

TABLE III

DISTRIBUTION OF SUBJECT MATTER CONTENT OF THE ART COURSES FOR GRADES SEVEN, EIGHT, AND NINE FROM 25 CITIES IN 17 STATES.

SUBJECT MATTER IN TERMS OF ART	CLASSROOM EXERCISES	SUBJECT MATTER IN TERMS OF ACTIVITIES, PROJECTS
	INFORMATIONAL 7th 8th 9th .083 .096 .089	Architectural 7th 8th 9th .050 .100 .133
		Maps .000 .053 .066
		Perspective .450 .315 .333
		Figure .000 .105 .000
I DRAWING & PAINTING 7th .233 8th .221 9th .203	CREATIVE EXPRESSION 7th 8th 9th .240 .358 .453	Still Life .500 .420 .733
		Figure (Pose) .100 .265 .266
		Pictorial Illustration .150 .210 .266
		Nature .600 .650 .466
		Creative Illustration .350 .263 .533
	GRAPHIC VOCABULARY 7th 8th 9th .275 .210 .066	Narrative Illustration .350 .263 .066
		Animal & Nature Dwg. .300 .210 .200
		Figure Study .350 .263 .200
		Miscellaneous .100 .105 .000

SUMMARY (See following pages of this table)

TOTAL FOR JUNIOR HIGH SCHOOL

7th Grade	.408
8th Grade	.379
9th Grade	.337

TABLE III (Cont.)

SUBJECT MATTER IN TERMS OF ART	CLASSROOM EXERCISES	SUBJECT MATTER IN TERMS OF ACTIVITIES, PROJECTS
II DESIGN 7th .470 8th .392 9th .431	DECORATIVE DESIGN 7th 8th 9th .800 .630 .800	Surface Decoration 7th 8th 9th .800 .630 .800
	PICTORIAL COMPOSITION 7th 8th 9th ..340 .242 .253	Posters .750 .525 .400 Stage Scenery .060 .066 .066 Nature & Scenes .200 .105 .133 Dynamic Symmetry .000 .000 .096 Lettering Applications .750 .575 .600
	CONSTRUCTIVE DESIGN 7th 8th 9th .270 .305 .240	Craft Problem Design .200 .157 .066 Costume .400 .320 .266 Interior Decoration .200 .425 .066 Mask Design .050 .053 .066 Lettering Study .500 .525 .733
III COLOR 7th .950 8th .87 0 9th .806	SYSTEMATIC STUDY 7th 8th 9th .900 .735 .600	Systematic Study .900 .735 .600
	APPLICATION 1.00 1.00 1.00	Applications 1.00 1.00 1.00

TABLE III (Cont.)

SUBJECT MATTER IN TERMS OF ART	CLASSROOM EXERCISES	SUBBJECT MATTER IN TERMS OF ACTIVITIES, PROJECTS
IV CONSTRUCTION 7th .116 8th .115 9th .133	ARTS & CRAFTS 7th 8th 9th .150 .134 .200	Blockprinting 7th 8th 9th .200 .365 .533 Paper Construction .350 .368 a.333 Wood Construction .150 .000 .066 Stenciling .000 .157 .266 Pottery .150 .053 .066 Basketry .050 .105 .066 Jewelry .050 .000 .000 Stagecraft ..050.050 .066 Bookbinding .100 .105 .066 Batik .000 .000 .266 Paper Crafts .550 .260 .333
	MODELING 7thb8th 9th .150 .132 .100	Modeling .150 .105 .000 Carving .150 .157 .200
	STUDY OF INDUSTRIAL ARTS PROCESSES 7th 8th 9th .050 .079 .100	Processes .050 .053 .066 History .050 .105 .133
V APPRECIATION 7th .272 8th .298 9th .118	FINE ARTS 7th 8th 9th .417 .527 .133	Painting .850 .685 .466 Sculpture .150 .157 .000 Architecture .150 .525 .133
	Industrial Arts 7th 8th 9th .250 .210 .133	Crafts, Interior Dec. .250 .210 .133 Civic .200 .315 .200
	NATURE 7th 8th 9th .150 .158 .089	Garden .1.00.157 .066 Nature Arrangement .150 .000 .000

TABLE IV

DISTRIBUTION OF THE SUBJECT MATTER OF THE CONTENT COMMERCIAL ART, COSTUME DESIGN, GENERAL ART, AND APPRECIATION COURSES OF THE SENIRO HIGH SCHOOL. (GRADES TEN TO TWELVE)

SUBJECT MATTER	APPRECIATION	COMMERCIAL	GENERAL	COSTUME
I--DRAWING & PAINTING	0/0 = 0	7/		
1--Informational		7/32 = .29	7/32 = .22	6/12 = .50
2--Creative Exp.	0/50 = 0	27/60 = .45	40/80 = .50	4/30 = .13
3--Graphic Vocab.	0/40 = 0	1/48 = .02	0 = .00	0 = .00
	Ave. 0	Ave. .25	Ave. .24	Ave. .21
II-DESIGN				
1--Decorative	1/10 = .10	2/12 = .17	11/16 = .68	3/6 = .50
2--Pictorial Comp.	0/40 = .00	15/48 = .31	17/64 = .27	1/24 = .04
3--Constructive	6/50 = .12	23/72 = .32	30/96 = .31	7/36 = .20
	Ave. .073	Ave. .266	Ave. .42	Ave. .28
III-COLOR				
1--Systematic Stdy.	1/10 = .10	4/12 = .33	13/16 = .81	6/6 = 1.00
2--Applications	1/10 = .10	8/12 = .66	13/16 = .81	4/6 = .66
	Ave. .10	Ave. .45	Ave. .81 ,	Ave. .83
IV-CONSTRUCTION				
1--Arts & Crafts	2/100 = .02	8/120 = .07	25/160 = .15	2/60 = .03
2--Modeling	0 = .00	0 = .00	4/16 = .25	0 = .00
3--Industrial	1/20 = .05	9/24 = .37	5/32 = .15	0 = .00
	Ave. .02	Ave. .15	Ave. .18	Ave. .01
V--APPRECIATION				
1--Fine Arts	25/30 = .83	2/36 = .05	16/48 = .33	0 = .00
2--Industrial Arts	8/10 = .80	1/12 = .08,	6/16 = .37	3/6 = .50
3--Nature	10/30 = .30	0/36 = .00	2/48 = .04	0 = .00
	Ave. .63	Ave. .04	Ave. .25	Ave. .16
COURSE TOTALS	.82/5	1.16/5	1.90/5	1.49/5
	.15	.23	.38	.30

TOTAL FOR HIGH SCHOOL

.15
.23
.38
.30
1.06/4 = 0.27

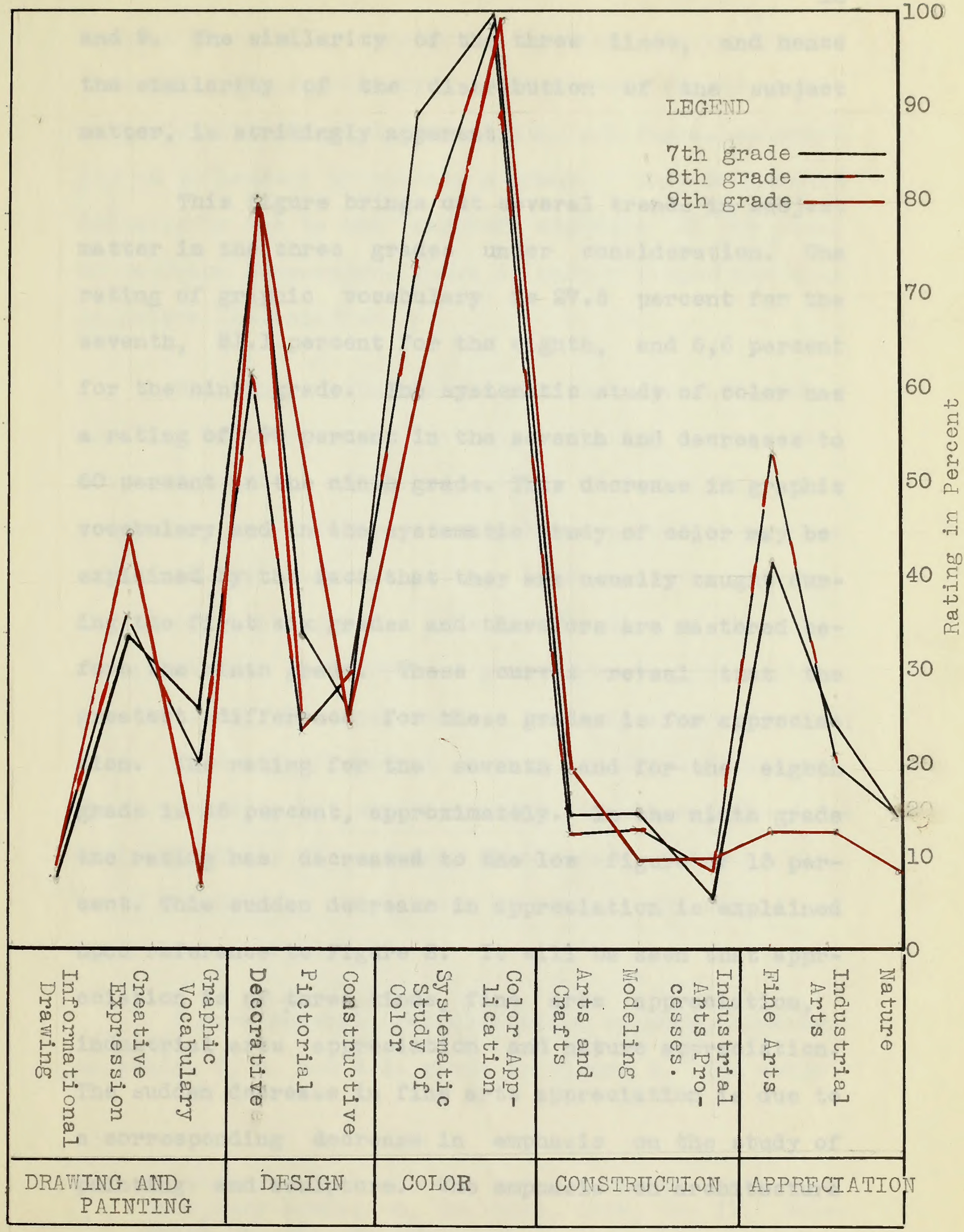


FIGURE 2. JUNIOR HIGH SCHOOL RATING OF SUBJECT MATTER

and 9. The similarity of the three lines, and hence the similarity of the distribution of the subject matter, is strikingly apparent.

This figure brings out several trends in subject matter in the three grades under consideration. The rating of graphic vocabulary is 27.5 percent for the seventh, 21.1 percent for the eighth, and 6,6 percent for the ninth grade. The systematic study of color has a rating of 90 percent in the seventh and decreases to 60 percent in the ninth grade. This decrease in graphic vocabulary and in the systematic study of color may be explained by the fact that they are usually taught during the first six grades and therefore are mastered before the ninth grade. These curves reveal that the greatest difference for these grades is for appreciation. The rating for the seventh and for the eighth grade is 45 percent, approximately. In the ninth grade the rating has decreased to the low figure of 13 percent. This sudden decrease in appreciation is explained upon reference to Figure 2. It will be seen that appreciation is of three kinds, fine arts appreciation, industrial arts appreciation and nature appreciation. The sudden decrease in fine arts appreciation is due to a corresponding decrease in emphasis on the study of painting and sculpture. The emphasis on architecture

remains practically constant. Likewise the rating for industrial art appreciation is 25 percent in the seventh grade, 21 percent in the eighth, and decreases sharply to 13 percent in the ninth grade. This 50 percent decrease is due to the lessened emphasis on the study of interior decoration. There is only a slight decrease in nature appreciation.

The other subdivisions of the classification, namely, informational drawing, creative expression, arts and crafts, modelling, study of industrial arts processes and histiry, and nature appreciation, have substantially the same rating thriughout the seventh, eighth and ninth grades. The distribution of the subject matter for the different grades remains substantially the same. In other words, there is apparently no grade placement of subject matter for these divisions. This conclusion is substiantiated by the report of the National Survey of Secondary Education[15] which is also based on analysis of courses of study. The method of analysis is not stated.

A more general representation of subject matter in grades 7, 8, and 9 is given in Figure 3. The ordin-

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[15] Instruction in Music and Art, National Survey of Secondary Education, Bulletin, 1932, No. 17. Monograph No. 25. p. 50.

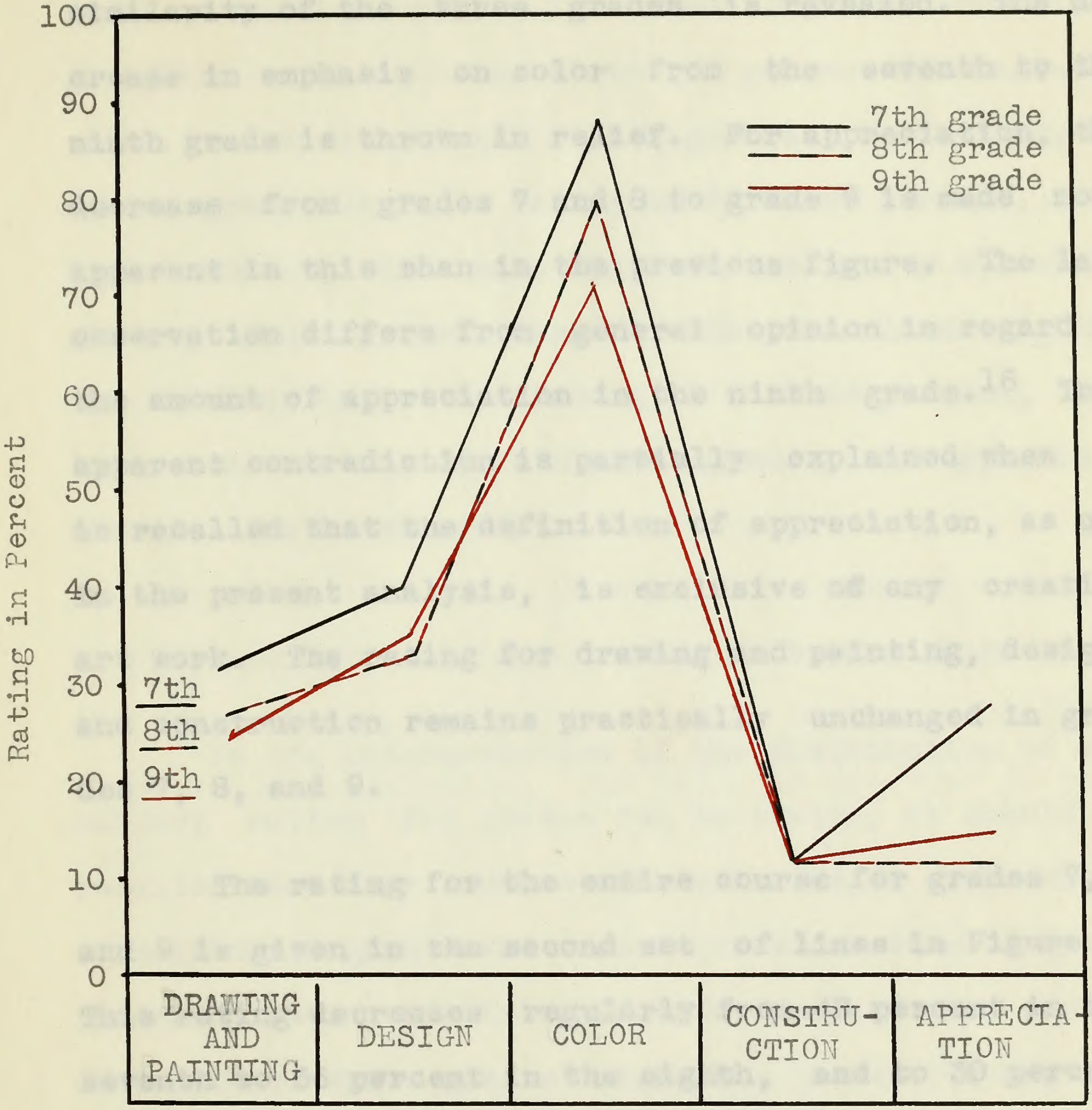

FIGURE 3. RATING FOR THE FIVE SUBJECT CLASSIFICATIONS IN THE JUNIOR HIGH SCHOOL. RATING FOR ENTIRE 7th, 8th, and 9th GRADES.

ates represent the rating in percentages, the abscissa the classification of subject matter. Once again the similarity of the three grades is revealed. The decrease in emphasis on color from the seventh to the ninth grade is thrown in relief. For appreciation, the decrease from grades 7 and 8 to grade 9 is made more apparent in this than in the previous figure. The last observation differs from general opinion in regard to the amount of appreciation in the ninth grade.[16] This apparent contradiction is partially explained when it is recalled that the definition of appreciation, as used in the present analysis, is exclusive of any creative art work. The rating for drawing and painting, design, and construction remains practically unchanged in grades 7, 8, and 9.

The rating for the entire course for grades 7,8, and 9 is given in the second set of lines in Figure 3. This rating decreases regularly from 40 percent in the seventh to 36 percent in the eighth, and to 30 percent in the ninth grade. This diminution in rating with advance in grade arises from the decreases in the systematic study of color[17] and of appreciation.

---

[16] Royal Bailey Farnum, Art Education, Bulletin, 1931, No. 20. United States Department of the Interior. pp. 11-13.

[17] William G. Whitford, "Experimental Unit of Color

An alternative method of comparing the ratings of the three grades with respect to the five main divisions, is to group them into three classes. The first group has a rating from 50 to 100 percent and includes color in the seventh and eighth grades. The second, or median group, having a rating of 25 to 50 percent, includes drawing and painting, and design for all three grades, and appreciation for the seventh and eighth. The third group, with a rating of 0 to 25 percent, includes construction for all three grades, and appreciation for the ninth grade.

Interpretation of Art Content in Grades 10 to 12.

In the interpretation of the distribution of art subject matter for grades ten to twelve, it should be recalled that four courses were selected as representative of these grades and that no consideration of grade placement was undertaken due to the fact that pupils from each of these grades might be present in any art class.

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for High Schools." North Central Association Quarterly, March 1932, pp. 413-32. An interesting new development in the systematic study of color in the general art course of the high school. Its influence will probably be widespread.

The interpretation of art subject matter for grades 10 to 12 is made by reference to Figure 4. The rating in percent are the ordinates, the classification of subject matter the abscissa. The curves for commercial art, costume design, and general art courses have sertain similarities. These three courses have their maximum rating in decorative design and systematic study and application of color. The minimum rating for these courses is in graphic vocabulary. Arts and crafts, modelling, industrial arts study, constructive design, nature appreciation and pictorial composition are the lowest for all. On the other hand, the appreciation course has a rating of less than 10 percent for all subdivisions, with the exception of fine and industrial arts appreciation, for which it has over 80 percent.

In view of their irregular differences, it is more advantageous to compare these four courses on the basis of the five main divisions of subject matter as in Figure 5. From this more general comparison, the minor irregularities disappear, and it is apparent that the general, costume, and commercial art courses are similar, and their ratings may be divided into three groups, as in grades 7, 8, and 9.

The first group, having a rating from 50 to 100

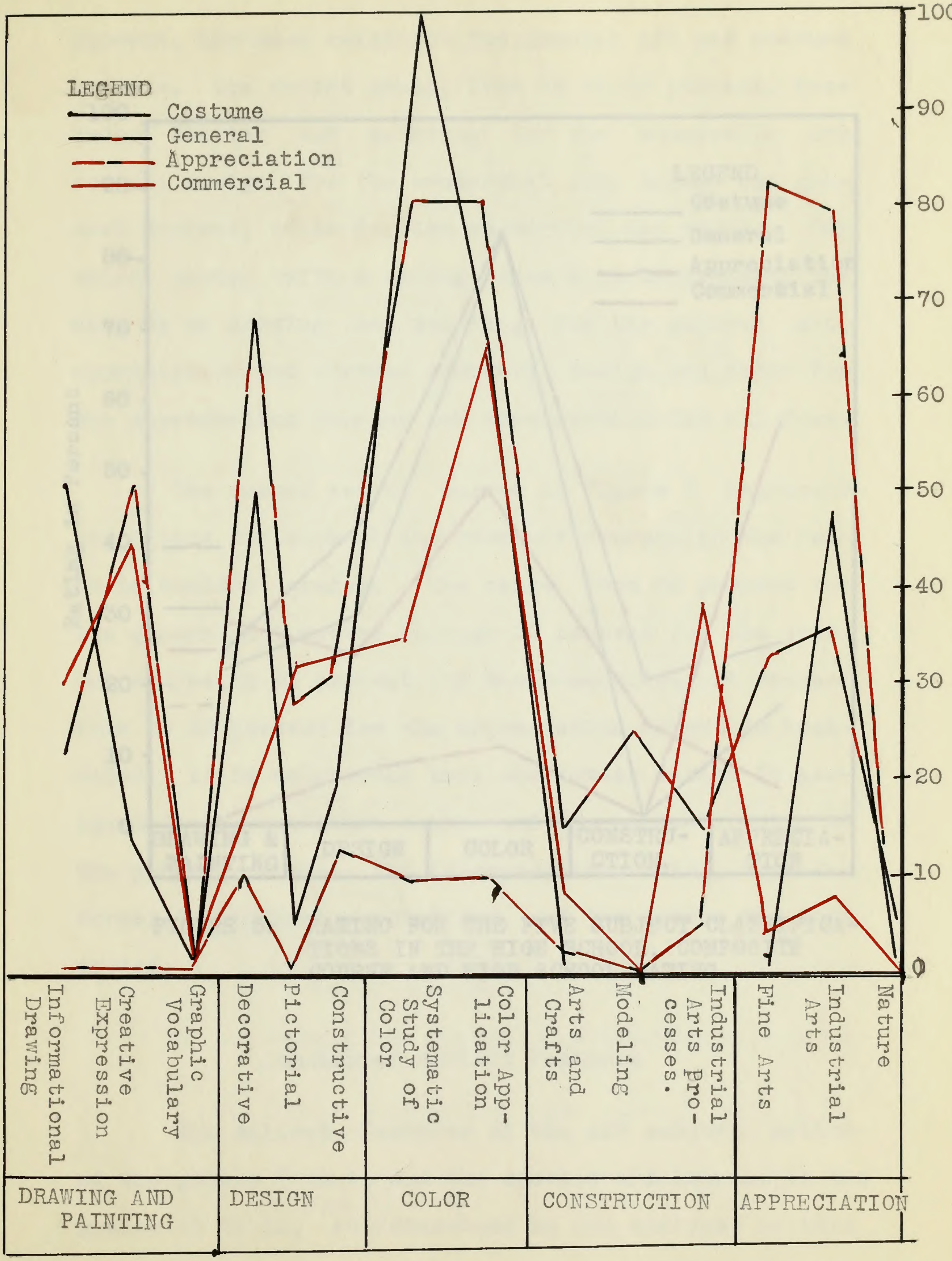

FIGURE 4. RATING FOR THE FOUR SELECTED HIGH SCHOOL COURSES IN SUBJECT MATTER CONTENT.

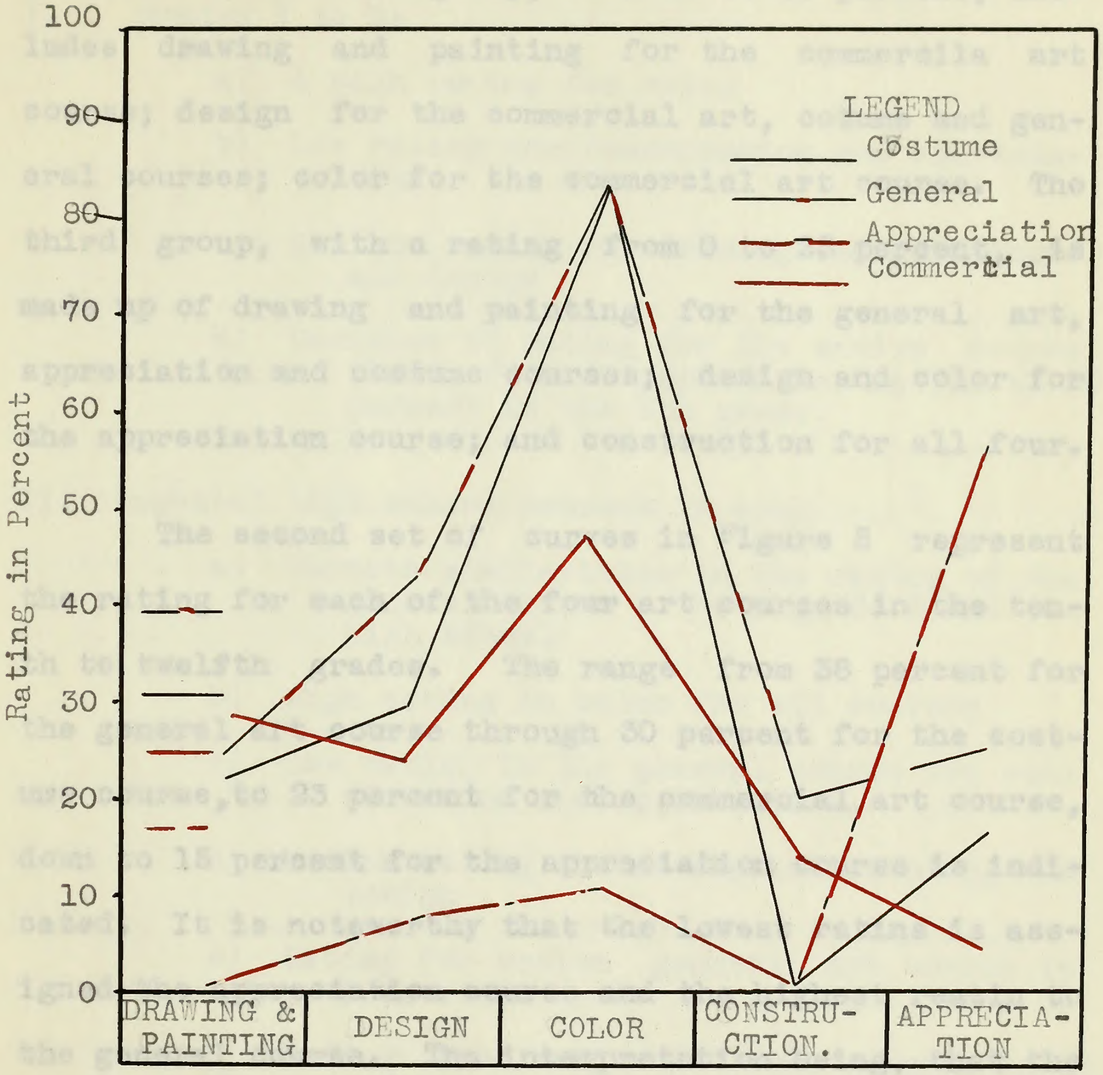

FIGURE 5. RATING FOR THE FIVE SUBJECT CLASSIFICATIONS IN THE HIGH SCHOOL. COMPOSITE COURSE AND HIGH SCHOOL RATING.

percent, includes color for the general art and costume courses. The second group, from 25 to 50 percent, includes drawing and painting for the commercila art course; design for the commercial art, cotume and general courses; color for the commercial art course. The third group, with a rating from 0 to 25 percent, is made up of drawing and painting for the general art, appreciation and costume courses; design and color for the appreciation course; and construction for all four.

The second set of curves in Figure 5 represent the rating for each of the four art courses in the tenth to twelfth grades. The range from 38 percent for the general art course through 30 percent for the costume course,to 23 percent for the commercial art course, down to 15 percent for the appreciation course is indicated. It is noteworthy that the lowest ratins is assigned the appreciation course and the highest reatin to the general course. The interpretation being, that the former is the most specialized, and the latter the most varied.

Summary of Salient Features

The salient features of the art subject matter of the grades 7 to 9, and the special art courses in the grades 10 to 12, as determined by the analyses in this

chapter, may be summarized as follows:

I. Grades 7 to 9;

- a) A high rating for color
- b) Low rating for construction and appreciation
- c) Medium rating for drawing and painting and design
- d) Decrease of rating for the entire course (7-9), from 40 percent in the 7th to 30 percent in the 9th grade.

II. Special high school courses in art;

- a) Certain similarities in the rating of the general course of both grade 9 and the high school
- b) High rating in color for all courses
- c) Low rating in the general course for construction and appreciation.
- d) Medium rating in drawing and painting and design
- e) Rating for entire general art course is 38 percent

  Rating for entire costume course is 30 percent

  Rating for entire commercial art course is 23 percent

  Rating for entire appreciation course is 15 percent
- f) Total rating for high school art is 26 percent
- g) Marked specialization of the appreciation course.

CHAPTER III

TYPES OF ART UTILIZED BY EXTRA-CURRICULAR ACTIVITIES OF THE SECONDARY SCHOOL

Introduction

The second part of the problem, that of determining the typical art services utilized by the extra-curricular activities, is based on the classification of extra-curricular activities of the North Central Association of Colleges and Seconda ry Schools[1]. In this report these activities are classified in twelve types, as given in Table V, column 2.

Table VI represents the first step in the transformation of the extra-curricular activities from the twelve types of the North Central Association into such form that their required art services may be determined, and then analyzed, and compared on the same basis as the curricular art courses.

The typical art services required by the extra-curricular activities may be conveniently classified into fpur grpups, namely, crafts, promotion, illustrative drawing, and the appreciation and selection of

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[1] "Report of the Sub-committee on Extra-curricular Activities," The North Central Association Quarterly, Vol. III, No. 4, (March 1929). pp. 544-547.

Table V. TYPES OF EXTRA-CURRICULAR ACTIVITIES[1] SHOWING THE MAIN TYPES OF ART UTILIZED BY EACH.

1	2	PROMOTION 3	CRAFT 4	ILLUS. DWG. 5	APPREC. 6
1	Participation in the organization, management and control of the school	*			*
2	Drives and community activities	*			*
3	Religious and social welfare clubs and organizations of relief	*			
4	Purely social activities	*	*		*
5	Athletics	*			
6	School publications	*	*	*	*
7	Dramatics and public speaking	*	*		
8	Musical activities	*	*		
9	Subject clubs	*			
10	Miscellaneous clubs	*	*		
11	Assemblies	*	*		*
12	Home room activities	*			*
	Totals	12	5	1	6

12	PROMOTIONAL ART
5	CRAFT ART
1	ILLUSTRATIVE DRAWING
6	APPRECIATION & SELECTION OF ART PRODUCTS

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[1] "Report of the Sub-committee on Extra-curricular Activities" The North Central Association Quarterly, pp. 544-546, Vol. III. No. 4, (March 1929).

art products. These four types of extra-curricular art services head column 3, 4, 5, and 6 of Table V. The determination of the art services utilized by each type of extra-curricular activity was established by listing the art activities[2] connected with each, and then reclassifying them under the four heads of Table V, columns 3, 4, 5, and 6.

The art subject matter utilized in connection with the extra-curricular activities, given in Table VII, column 2, is listed under four groups of art services. A column is provided for each of the twelve types of extra-curricular activities and a column for totals. The assignment of definite art products to each type of extra-curricular activity was done by reference to Table VI. This table is an adaptation of the classification of extra-curricular activities given in the North Central Association Report. The analysis of the art subject matter found utilized in extra-curricular activities was carried out as in the analysis of the curricular art courses. The information in Table VII plays the same role in the extra-curricular as the published courses of study played in the curricular analysis. Details of the method of analysis have been gevin

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[2] Art Syllabus. State of Missouri, Department of Education, Bulletin No. 25, 1925. pp. 26-28 (with supplementation).

TABLE VI. CLASSIFICATION OF EXTRA-CURRICULAR ACTIVITIES

Type	Activity
I	Participation in the Organization and Management of the School
	1. School control and development of school spirit
	2. Promotion of extra-curricular activities
	3. Motivation of scholarship
	4. Care of buildings, grounds, equipment, supplies
	5. Establishing satisfactory relations with the home and community
	6. Election of officers
II	Drives and Community Activities
	1. Special weeks
	2. Special days
	3. Community chest campaign
	4. School band campaign
	5. New school building
	6. General improvement activities
III	Religious and Social Welfare Clubs and Organizations of Relief
	1. Religious clubs
	2. Social and welfare clubs
	3. Organizations of relief

TABLE VI. CLASSIFICATION OF EXTRA-CURRICULAR ACTIVITIES (Continued)

Type	Activity
IV	Purely Social Activities
	1. Parties
	2. Dances
	3. Banquets
	4. Dinners
	5. Receptions, etc.
V.	Athletics
VI	School Publications
	1. Yearbooks
	2. Newspapers
	3. Classbooks
	4. Magazines
	5. Memory books
VII	Dramatics and Public Speaking
	1. Plays
	2. Pageants
	3. Circuses
	4. Fairs
	5. Puppet shows
	6. Pantomine
	7. Minstrel shows

TABLE VI. CLASSIFICATION OF EXTRA-CURRICULAR ACTIVITIES (continued)

Type	Activity
VII	Dramatics and Public Speaking
	8. Carnivals
	9. Historic drama
	10. Tableaux
	11. Vaudeville
	12. Operettas
	13. Debating
	14. Oratory
	15. Lectures
	16. Student forums
VIII	Musical Activities
	1. Chorus
	2. Glee Club
	3. Quartets
	4. Operettas
	5. Cantatas
	6. Band
	7. Orchestra
IX	Subject Clubs
X	Miscellaneous clubs
XI	Assemblies
XII	Home Room Activities

TABLE VII ART SUBJECT MATTER UTILIZED IN CONNECTION WITH ECA.

SUBJECT MATTER	TYPES OF EXTRA-CURRICULAR ACTIVITIES													
	1	2	3	4	5	6	7	8	9	10	11	12	13	Total
I PROMOTIONAL SERVICES														
Posters	x	x	x	x	x	x	x	x	x	x	x	x		12
Slogans	x	x	x	.	.	.	.	.	.	.	.	.		3
Signs	x	x	x	x	x	x	x	x	x	x	x	.		11
Insignia	x	x	x	.	x	.	.	.	x	x	x	.		7
Charts	x	x	.	.	.	.	.	.	.	.	.	x		3
Diagrams	x	.	.	.B	.	.	.	.	.	.	.	.		1
Banners	x	x	.	x	x	.	.	C	.	.	.	.		5
Badges	x	x	.	.	x	.	.	.	.	.	.	.		3
														46
II CRAFT SERVICES														
Favors	.	.	.	x	.	.	.	.	.	.	.	.		1
Prizes	.	.	.	x	.	.	.	.	.	.	.	.		1
Stage Crafts	.	.	.	.	.	.	x	x	.	.	x	.		3
Masks	.	.	.	x	.	x	x	x	.	.	x	.		5
Blockprinting	.	.	.	.	.	.	x	x	.	.	x	.		3
Costume Making	.	.	.	.	.	.	x	x	.	.	x	.		3
Toy Construction	.	.	x	.	.	.	.	.	.	.	.	.		1
														17
III DRAWING & PAINTING														
Book Plates	.	.	.	.	.	x	.	.	.	.	.	.		1
Book Covers	.	.	.	.	.	x	.	.	.	.	.	.		1
Programs	.	.	.	x	x	.	x	x	.	.	x	.		5
,Place Cards	.	.	.	x	.	.	.	.	.	.	.	.		1
Initial Letters	.	.	.	.	.	x	.	.	.	.	.	.		1
Headings	.	.	.	.	.	x	x	x	.	.	.	.		3
End Pieces	.	.	.	.	.	x	x	x	.	.	.	.		3
Borders	.	.	.	.	.	x	x	x	.	.	.	.		3
Illustrations	.	.	.	.	.	x	x	x	.	.	.	.		3
Cartoons	.	.	.	.	.	X	.	.	.	.	.	.		1
Endpapers	.	.	.	.	.	x	.	.	.	.	.	.		1
Cover Papers	.	.	.	.	.	x	.	.	.	.	.	.		1
Title Pages	.	.	.	.	.	x	.	.	.	.	.	.		1
Costume Design	.	.	.	.	.	.	x	x	.	.	x	.		3
Lettering Diplomas	x	.	.	.	.	.	.	.	.	.	.	.		1
Room Lay-outs	x	.	.	.	.	.	.	.	.	.	.	.		1
Invitations	.	.	.	x	.	x	x	x	.	.	.	.		4
Tags	x	.	.	.	.	.	.	.	.	.	.	.		1
Calenders	x	.	.	.	.	.?	.	.	.	.	.	.,		1
														35

TABLE VII (Cont.)

SUBJECT MATTER	TYPES OF EXTRA-CURRICULAR ACTIVITIES 1	2	3	4	5	6	7	8	9	10	11	12	Totals
IV ADVISORY SERVICE													
School Gifts	x	.	.	.	.	.	.	.	.	.	.	.	1
Exhibits	.	x	x	.	.	.	.	.	x	x	.	.	4
Decorations	.	.	.	x	.	.	x	x	.	.	x	.	4
Buletin Boards	x	x	x	x	x	x	x	x	x	x	x	x	12
Show Cases	x	.	.	.	.	.	.	.	.	.	.	x	2
School Buildings	x	.	.	.	.	.	.	.	.	.	.	x	2
Landscaping Sch.Gnds.	x	.	.	.	.	.	.	.	.	.	.	.	1
Publications	.	.	.	.	.	x	.	.	.	.	.	.	1
Collecting, Classifying, Mounting & Labelling & Arranging Material for Reference and Loan	.	.	.	.	.	.	x	x	x	x	x	x	6
													33

in Chapter II. The data from the analysis of extra-curricular data were tabulated in Table VIII.

Interpretation

The ordinates of Figure 6 represent the ratings in percent and the adscissa the subdivisions of the subject matter. The ratings vary from a maximum value of 15 percent for decorative design and pictorial design, to 14 percent for industrial arts appreciation, 18 percent for creative expression and constructive design, to 0 percent for systematic study of color. The low value of the maximum rating is of special interest as it indicates that on the average a given extra-curricular activity makes use of only 15 percent of the subject matter under a given subdivision.

The second curve in the figure represents the rating of the five major divisions of art subject matter. The total rating of the art content of extra-curricular activities is only 8 percent. This low rating may be interpreted as meaning that the art services utilized in the extra-curricular program are rather specialized.

Summary

To summarize, the subdivisions which are of import-

TABLE VIII

CLASSIFICATION OF ART USED BY EXTRA-CURRICULAR ACTIVITIES

I--DRAWING & PAINTING			
1--Informational			
a-Charts	3		
b-Diagrams)	1	4/48 = .08	
2--Creative Expression			
a-Illustration	3	3/24 = .12	
3--Graphic Vocabulary			
a-Cartoons	1	1/24 =.04	.24/3 = .08
II-DESIGN			
1--Decorative			
a-Insignia	7		
b-Banners	5		
c-Badges	3		
d-Cover Papers	1		
e-End Papers	3		
f-End Pieces	1		
g-Borders	3		
h-Headings	3		
i-Decorations	4	34/216 = .15	
2--Pictorial Composition			
a-Posters	12		
b-Book Covers	1		
c-Programs	5		
d-Title Pages	1		
e-Book Plates	1		
f-Place Cards	1		
g-Invitations	4	25/168 = .15	
3--Constructive Design			
a-Slogans	3		
b-Signs	11		
c-Placards	1		
d-Initial Letters	1		
e-Room Layouts	1		
f-Costume Design	3		
g-Masks	3	24/248 = .12	.42/3 = .14

TABLE VIII (Cont.)

III--COLOR			
1--Systematic Study	0		
2--Applications	24	24/48 = .50	0.50
IV--CONSTRUCTION			
1--Arts & Crafts			
a-Favors	1		
b-Prizes	1		
c-Tags	1		
d-Calanders	1		
e-Block Printing	3		
f-Costume	3		
g-Stage Crafts	3		
h-Toys	1	16/192 = .08	0.08
V--APPRECIATION			
1--Fine Arts			
a-School Gifts	1		
b-Show Cases	4		
c-Buildings	2		
d-Bulletin Boards	12	19/96 = .20	
2--Industrial Arts			
a-Publications	1		
b-Exhibits	4		
c-Collecting Material	5	10/72 = L14	
3--Nature			
a-Landscaping	1	1/24 = .02	.36/3 = .12

TOTAL E-C-A RATINGS

.08
.14
.50
.08
.12
.92/5 = .18 TOTAL

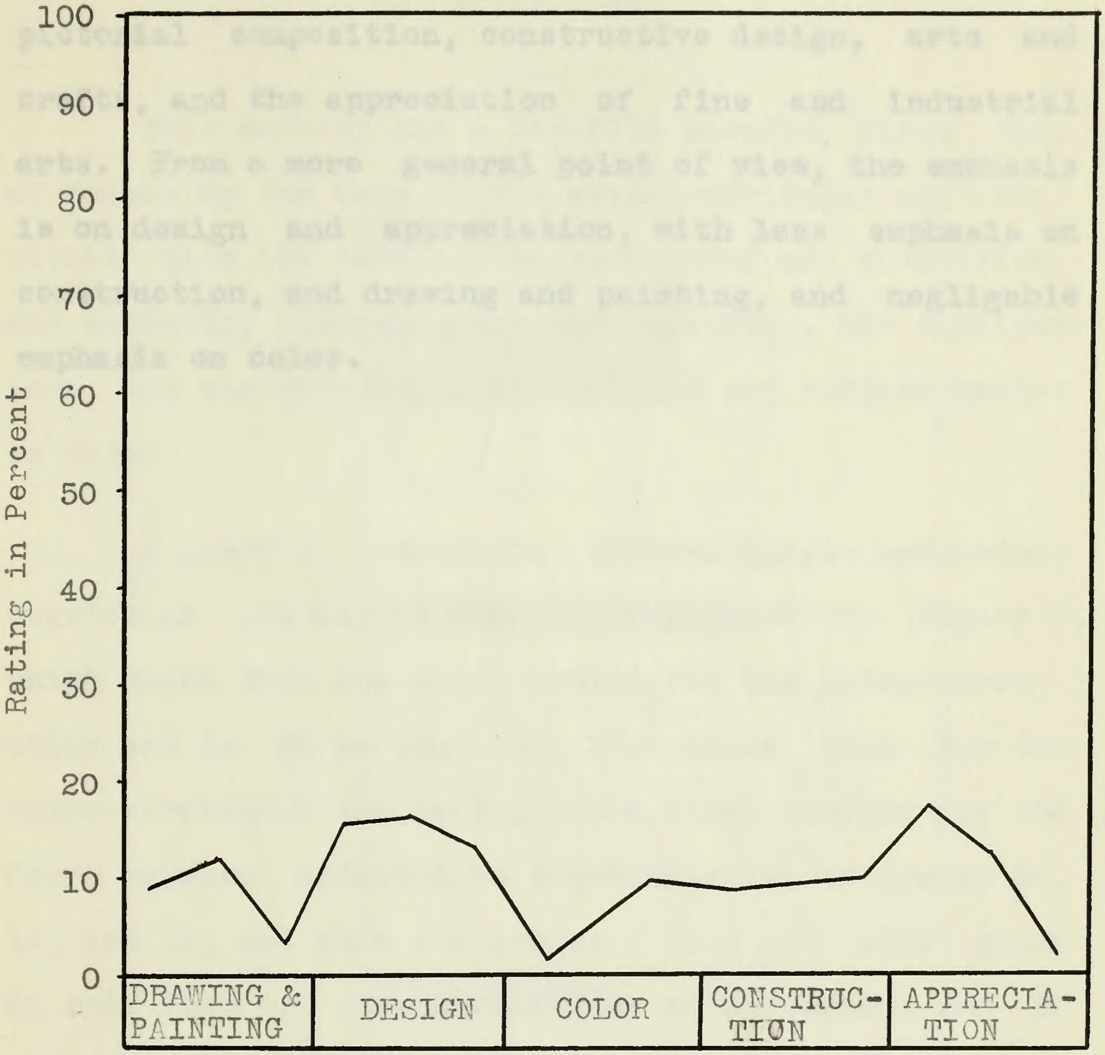

FIGURE 6. THE RATING OF THE EXTRA-CURRICULAR ACTIVITIES.

ance for the art services required by extra-curricular activities are: creative expression, decorative design, pictorial composition, constructive design, arts and crafts, and the appreciation of fine and industrial arts. From a more general point of view, the emphasis is on design and appreciation, with less emphasis on construction, and drawing and painting, and negligable emphasis on color.

CHAPTER IV

COMPARISON OF CURRICULAR AND EXTRA-CURRICULAR ART ACTIVITIES

This chapter has a two-fold purpose, first that of comparing tha data of the extra-curricular art activities with the data of the curricular art activities, and secondly, pointing out the omissions, the duplications, and the over-emphasises of the art subject matter in both.

A general comparison between intra- and extra-curricular art may be made in reference to Figure 7, which shows that the total rating for the intra-curricular art is 32 percent or four times that for the extra-curricular art rating. The total ratings for the four courses selected as representative of grades 10, 11, and 12, and that for grades 7 to 9 are also given in this figure. They have values of 27 percent and 38 percent respectively. The average rating for each of the three grades and the four courses are also given in this figure.

To determine the required additions to the curricular art courses, the content of a typical course is subtratted from that of an ideal course. The problem is to determine an ideal course. This may be accompli-

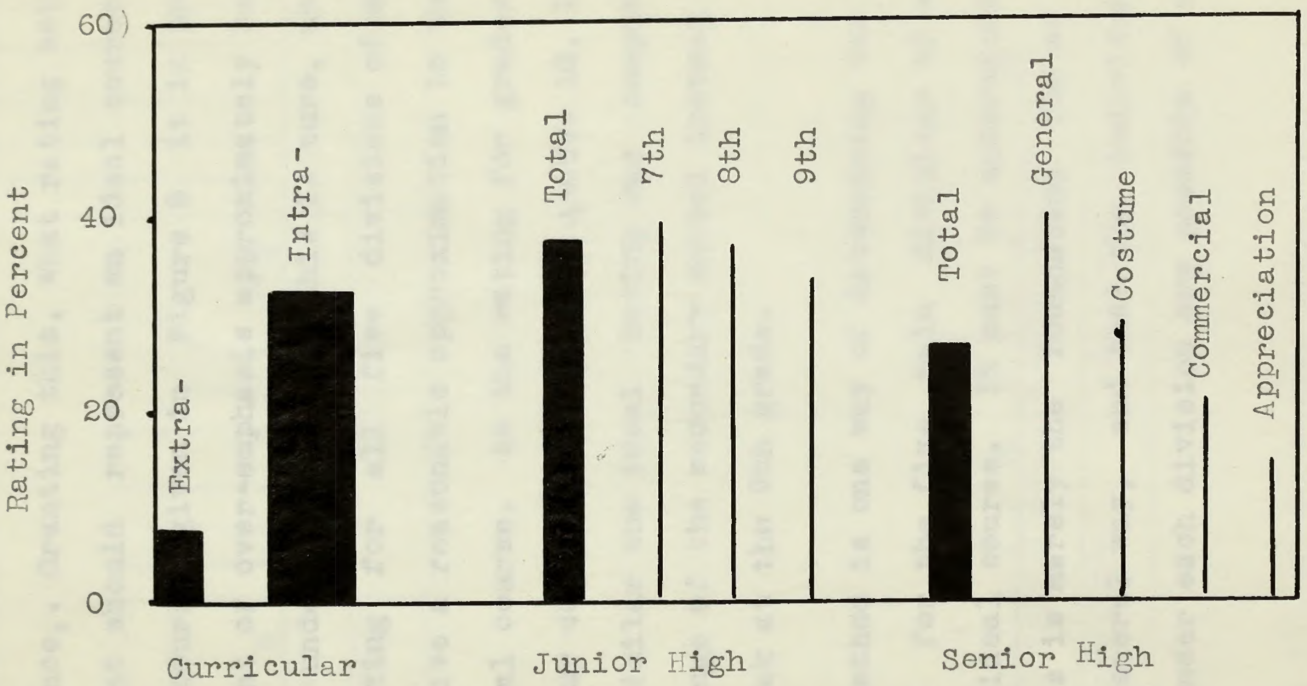

FIGURE 7. COMPARISON OF EXTRA- AND INTRA- CURRICULAR ACTIVITIES.

shed by considering the ideal[1] course to consist of the five main divisions of art subject matter prevoiusly considered, and that each of these five divisions is of equal importance,. Granting this, what rating between 0 and 100 percent should represent an ideal course ? In the typical course given in Figure 8 it is probable that the amount of over-emphasis approximately balances the amount of under-emphasis. If this is ture, an average of the rating for all five divisions of subject matter will give a reasonable approximation to the rating of an ideal course. As the rating for grades 7, 8, 9, and the four courses representing grades 10, 11, and 12 are very similar the ideal rating was computed for the entire range of the secondary school instead of permitting a break at the 9th grade.

This method is one way of determining the relative emphasis for the five main divisions of subject matter in an ideal course. It must be understood, however,that this is merely the foundation for an ideal course in a general way, and that the individual art activities under each division are possible of so much

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[1] W.G. Whitford, "Changing Objectives and Trends in Art Education," School Arts Magazine, Vol. XXXII, No. 8.(April 1933) p.x. Whitford claims 'the ideal course already exists, the problem is to find it.'

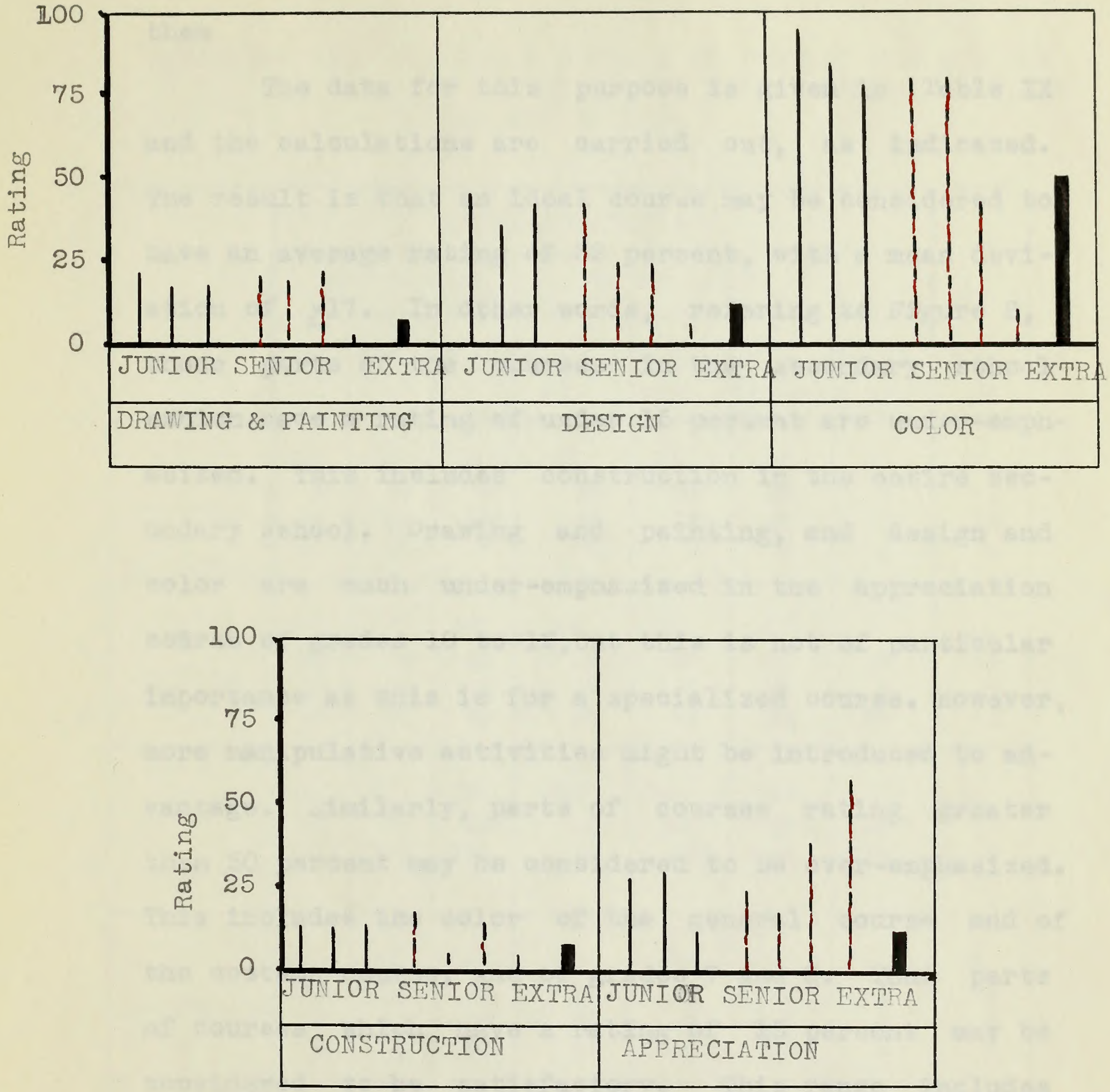

FIGURE 8. COMPARISON OF THE RATING OF THE CURRICULAR ART SUBJECT MATTER WITH THE EXTRA-CURRICULAR ART NEEDS.

variation that it is impossible to definitely determine them

The data for this purpose is given in Table IX and the calculations are carried out, as indicated. The result is that an ideal course may be considered to have an average rating of 32 percent, with a mean deviation of ±17. In other words, refering to Figure 8, those parts of the courses in the secondary school ewhich have a rating of under 15 persent are under-emphasized. This includes construction in the entire secondary school. Drawing and painting, and design and color are much under-emphasized in the appreciation course of grades 10 to 12,but this is not of particular importance as this is for a specialized course. However, more manipulative activities might be introduced to advantage. Similarly, parts of courses rating greater than 50 percent may be considered to be over-emphasized. This includes the color of the general course and of the costume course, and of grades 7 and 8. Thus parts of courses which have a rating of 15 percent may be considered to be satisfactory. This range includes drawing and painting, design, and appreciation for the whole range of the secondary school.

The rating plotted as the last vertical line in Figure 8 is representative of the typical art services required by the extra-curricular activities exclusive

TABLE NO. IX. COLLECTED RATINGS IN PERCENT FOR THE SUBJECT MATTER OF THE INTRA- AND EXTRA-CURRICULAR ACTIVITIES.

	INTRA-CURRICULAR							EXTRA-CURRICULAR
	JUNIOR HIGH			SENIOR HIGH				
	7th	8th	9th	General	Costume	Commercial	Appreciation	
I DRAWING & PAINTING	23 8 34 27	22 10 36 21	20 9 45 7	24 22 50 0	21 50 13 0	25 29 45 2	0 0 0 0	8 8 12 4
II DESIGN	47 80 34 27	37 63 24 30	43 80 25 24	42 68 27 31	28 50 4 20	27 17 31 32	7 10 0 12	14 15 15 12
III COLOR	95 90 100	87 74 100	80 60 100	81 81 81	83 100 66	45 33 66	10 10 10	0 0 0
IV CONSTRUCTION	12 15 15 5	12 13 13 8	13 20 10 10	18 15 25 15	1 30 0 0	15 7 0 37	2 2 0 5	8 8 0 0
V APPRECIATION	27 42 25 15	30 53 21 16	12 13 13 9	25 33 37 4	16 0 50 0	40 5 8 0	58 83 80 0	12 20 14 2

of art clubs. The rating for the five main divisions are substantially the same, therefore they will be considered the rating of their subdivisions. These ratings are given in Table 8. This shows that the typical art services emphasised are: informational drawing, creative expression, decorative design, arts and crafts, pictorial composition, constructive design, color application and fine and industrial arts appreciation.

To recapitulate, the secondary school curricula art requires supplementation in construction. It needs decreased emphasis on color study. The appreciation in grades 7, 8, and 9 just meets minimum requirements. It should be further pointed out that the minimum rating of 15 percent could be advantageously increased to 25 percent. If this was done, appreciation would require reinforcing and possibly the same could be said of drawing and painting.

The required art services of the extra-curricular activities are informational drawing, creative expression, arts and crafts, decorative design, pictorial design, constructive design, color application, and fine and industrial arts appreciation.

CHAPTER V

RECOMMENDATIONS FOR ART CLUBS

Modern Art Objectives

Modern art education of the American secondary school aims to further the realization of the Cardinal Principles of Secondary Education. Art in relation to the principles has been expressed in a number of ways. One of the best is the following:[1]

1. HEALTH. Physical health is closely associated with mental health. Art aids health by training a person to see beauty and think beauty, by increasing the enjoyment of the out-of-doors, and by surroundings that are restful.

2. FUNDAMENTAL PROCESSES. Since art is a part of every piece of work performed by man, the foundation for good workmanship is a knowledge of the principles of drawing, an understanding of the harmonies of color, a feeling for good line and space arrangement, and a correlation of the hand and mind in the acquiring of skill.

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[1] State of Oklahoma, Department of Education. High School Course of Study in Art. Bulletin No. 127, 1930, pp. 7-8.

3. CITIZENSHIP. Worthwhile citizens are those who take an interest in the community and build tword high standards. Art awakens interest in the beauty of the community, pride and good taste in the home and neighborhood, and community consciousness.

4. HOME MEMBERSHIP. The appearance of man and his home reflect the character and standard of his taste. Art elevates man by creating a cultural atmosphere, by giving an understanding of the laws of color and using them to give a satisfying and restful environment, and by creating a respect for himself and the respect of others by neat, pleasing and refined dress.

5. LEISURE TIME. The art of the world and the beauties of nature belong to the man who can appreciate them. Art offers numerous possibilities in a worthwhile use of leisure time in out-door sketching, in many forms of craftsmanship, in cultivating hobbies, in developing the faculty of seeing and finding beauty, in appreciating and understanding the art of the world, and in enriching all paths of life, especially literature, history and travel.

6. VOCATION. Creative craftsmanship must be encouraged and cultivated, for machines cannot make an article until man has first imagined and developed it.

With this aim in wiew, art endeavors to find talent and direct it tword a vocation. Among those included in this field are the following: interior decorator, architect, dress designer, costume illustrator, commercial advertiser, cartoonist, landscape gardener, painter, sculptor, ornamental modeler, furniture designer, applied designer, sign painter, photographer, buyer , museum director, critic, engraver, metal craftsman, florist, window decorator, milliner, and city designer.

7. ETHICAL CHARACTER. Art trains vigorous and exacting mental habits. It should cultivate in the individual clean and almost spiritual mindedness, honest values, fair judgment, and a fearless manner of attacking problems.

8. WORLDMINDEDNESS. All time and races are made one by art. By a knowledge of art we have a universal language and an understanding of the history of the world."

The Values of Art[2]

"The values of art for all pupils lie in its daily uses in selecting and arranging objects, in the

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[2] State of Missouri, Art Syllabus, Bulletin No. 5, 1925, p. 20.

pleasure derived from such uses, in the broadened interests and sympathy which it creates and in the increased efficiency which it gives in many lines of work. These are sometimes called "consumer" valuse in distinction from the "porducer" values which the subject has for the talented few who will find in it their vocations.

"Art education should provide experiences which will make all pupils intelligent consumers of art and give those who are adapted for it an opportunity to become intelligent producers."

The General Objectives of Art Clubs

The general objectives of art clubs are: (1) to develop intelligent consumers through developing selective judgment and appreciation, (2) to give the talented pupil opportunities for growth in skill, imagination, initiative and originality, (3) to promote the worthy use of leisure, (4) to develop a genuine art atmosphere in the school and aid the regular art courses to carry out their programs, (5) to develop concern for others and a respect for creative effort, and to provide a wide range of worthy activities which will meet and further the varied interests and abilities of the adolescent.

The Selection of Art Clubs

It is feasible to accomplish these objectives by establishing the art club activities on the common art services of the general extra-curricular program, and on the weaknesses of the curricular art courses. The related curricular and extra-curricular activities being classified together to form the several clubs. The method of determining these needs and a discussion of them has been given in previous chapters of this thesis. Their translation into definite clubs will be presented in the next chapter.

By organizing four clubs with a definite purpose for each, the art activities of the school are broadened, organized, more easily handled and, consequently, of more value to the individual and the school.

It was shown in Table V that there are four types of art services that are required by extra-curricular activities, promotional, craft, illustrative drawing, and appreciation and selection of art products. The subdivisions in which the curricula courses need supplementing, and the subdivisions of the art services of the extra-curricular activities may be classified under these four types.

The Art Clubs Selected

The clubs selected are four in number and have been given the following names:

1. The Promotion Club
2. The Bohemian Club
3. The Hobby Club
4. The Connoisseur Club

These clubs will be discussed in detail in Chapters VI and VII.

Boston University
School of Education
Library

CHAPTER VI

THE STANDARDS AND GENERAL ORGANIZATION OF SELECTED ART CLUBS

Standard for Art Clubs

There must be definite standards for the selection, organization and evaluation of art clubs. The following list has been selected as representative of the best[1] thought.

i. Each club must have definite and worhty aims.

II. Definite educational and social advantages must be attached to each.

III. The clubs must have definite activities. These activities must be carefully worked out and worthy of the time they consume.

IV. The clubs should reflect pupil interests and lead to the satisfaction of the creative instinct.

V. They should be so organized that a limited number of art clubs will be sufficient and will give varied and effective opportunity for individual expression and development.

VI. Details of organization should be such as will insure the positive accomplishment of the desired ends.

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[1] Adapted from the following writers: Earle U. Rugg, Summary of investigations Relating to Extra-curricular Activities, pp. 126, 147.

Elbert K. Fretwell, Extra-curricular Activities in Secondary Schools, p. 290.

G.D.Houston, "Extra-curricular Activities in their True Light", Education, Vol.50, No. 5 (January 1930) pp. 287-292.

The four selected clubs were organized to meet these standards. Each will be discussed in some detail. Their aims, activities and organization, together with the values and advantages of each are also considered. In the Appendix will be found a selected bibliography classified by club.

Before presenting the individual clubs,attention is directed to their general organization in order that unnecessary repetition may be avoided.

General Organization

The general organization of the selected clubs has been worked out to meet the above standards. This general organization is basic to all four clubs, aiming to establish efficiency in the routine duties so that they will not overshadow the real purposes of the clubs.

The routine duties common to these four clubs are represented graphically by Figure 9. These are the duties of administration, planning, contact,instruction and supplies.These activities will be taken up in turn, considering only the pupil participation in each;

I. Administsation. Under the administrative heading come those club activities usually associated with business organization.These include the systematic methods

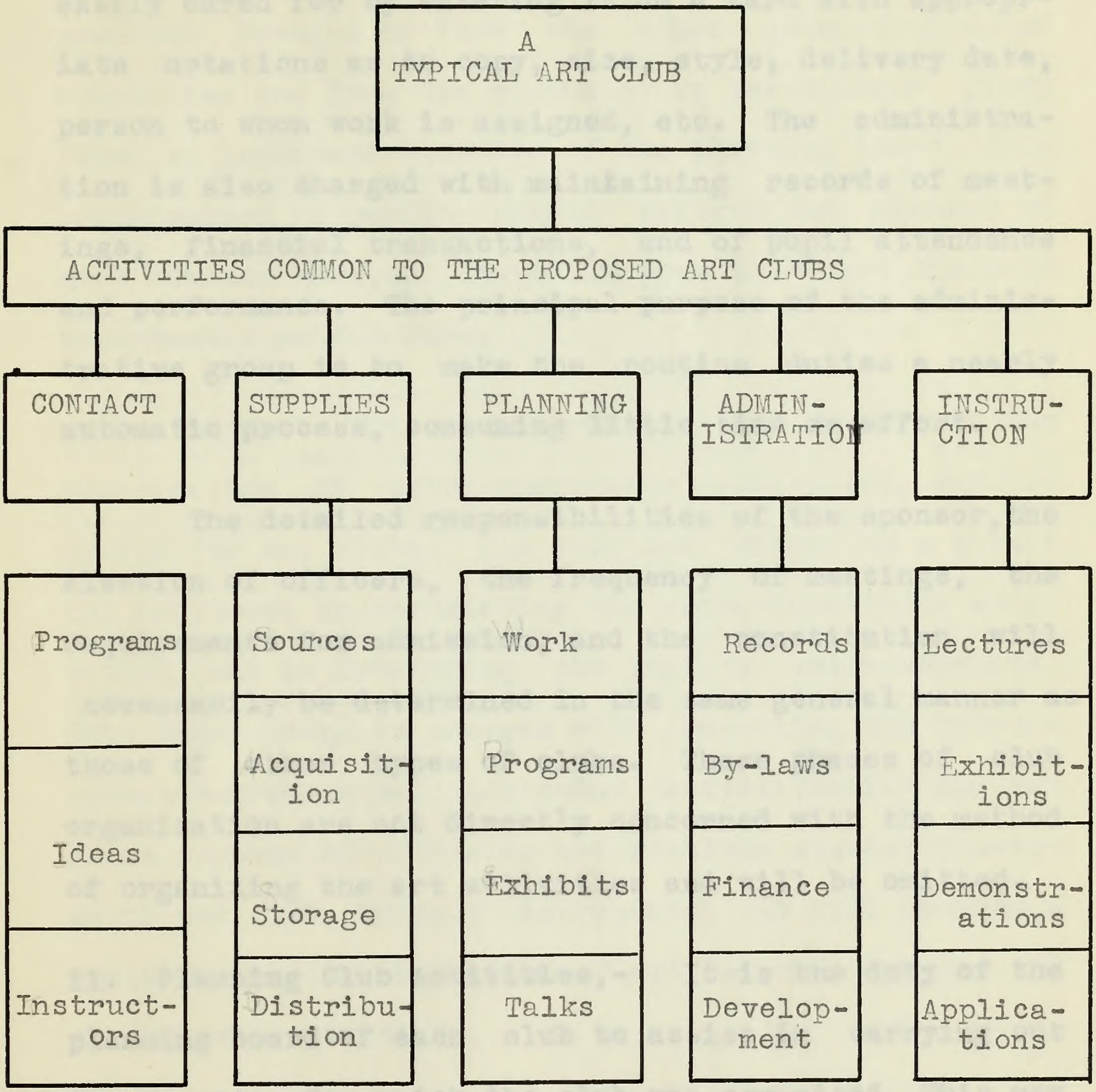
A TYPICAL ART CLUB
ACTIVITIES COMMON TO THE PROPOSED ART CLUBS
CONTACT
SUPPLIES
PLANNING
ADMINISTRATION
INSTRUCTION
Programs
Ideas
Instructors
Sources
Acquisition
Storage
Distribution
Work
Programs
Exhibits
Talks
Records
By-laws
Finance
Development
Lectures
Exhibitions
Demonstrations
Applications

FIGURE 9. THE GENERAL ORGANIZATION OF THE PROPOSED ART CLUBS.

of caring for and distributing art supplies, orders for art work, and plans for the future development of the club. Each resuest brought in by the contact group is easily cared for by entering it on a card with appropriate notations as to copy, size, style, delivery date, person to whom work is assigned, etc. The administration is also charged with maintaining records of meetings, financial transactions, and of pupil attendance and performance. The principal purpose of the administrative group is to make the routine duties a nearly automatic process, consuming little time or effort.

The detailed responsibilities of the sponsor, the election of officers, the frequency of meetings, the requirements for admission, and the constitution will necessarily be determined in the same general manner as those of other types of clubs. These phases of club organization are not directly concerned with the method of organizing the art activities and will be omitted.

II. Planning Club Activities,- It is the duty of the planning board of each club to assist in carrying out the purposes for which the club was organized. This may be done by planning talks and programs to supplement the art courses as well as presentation before the particular club. Such talks bring the activities of the clubs to the attention of non-members and hold

possibilities for developing interest in art for leisure among many.

The allocation of the regular club work and of problems brought in from the other extra-curricular activities and from the community by the contact group forms an important function of the planning board. This organization of pupils should relieve the sponsor of much routine work, and leave him free to direct the more important creative work.

III. Contact. This is apparently a new feature in the organization of extra-curricular activities, particularly for art clubs. Its adoption should be a powerful influence in correlating the extra-curricular activities, and in developing the pupil's self-assurance. This pupil group is charged with contacting the various extra-curricular and curricular activities for the express purpose of obtaining art problems specially suited to the club which it represents. It will develop a consciousness of the values of art for the success of all school activities.

IV. Instruction. The duties under this head include the delivering of short talks on the history, methods and vocational possibilities of the various activities with which the individual club is concerned. These may

be given by members of the club, the sponsor, or by invited speakers from outside. The presentation of subject matter from this point of view will focus the attention on the definite activities of the club. It will also aid in raising the standards of the club activities. The participation of the pupils in talks will give effective opportunity for individual expression and development.

V. Supplies. As the supplies for the club activities may often be requisitioned especially for the purpose, it is to be expected that the club members will take an interest in their acquisition. This can best be accomplished by a committee which keeps in touch with supply houses and learns what material is best for the purpose, and where and how to obtain the desired material.

On the other hand, there are standard supplies such as paper, pencils, brushes, and paints which are used by all of the art clubs, and by the art classes as well, It is suggested that these common supplies be purchased in quantity by the regular purchasing agent and stored in the regular stock room. Each club could draw the supplies assigned to it by requisition, and maintain in the club room a small working stock.

These two methods, one for the acquisition of special supplies, the other for standard supplies, com-

bine in a desirable way the elements of pupil initiative, of flexibility, and of economy. The method of distributing the supplies within the club will naturally vary with the local conditions.

Summary

In the first part of the chapter, seven standards were set up regarding the development and evaluation of art clubs. An internal organization of the clubs was developed to further these standards, as shown in Figure 9. The general organization of the clubs is divided into duties of administration, planning, contact, instruction, and supplies. The relation of these five parts is shown in Figure 10.

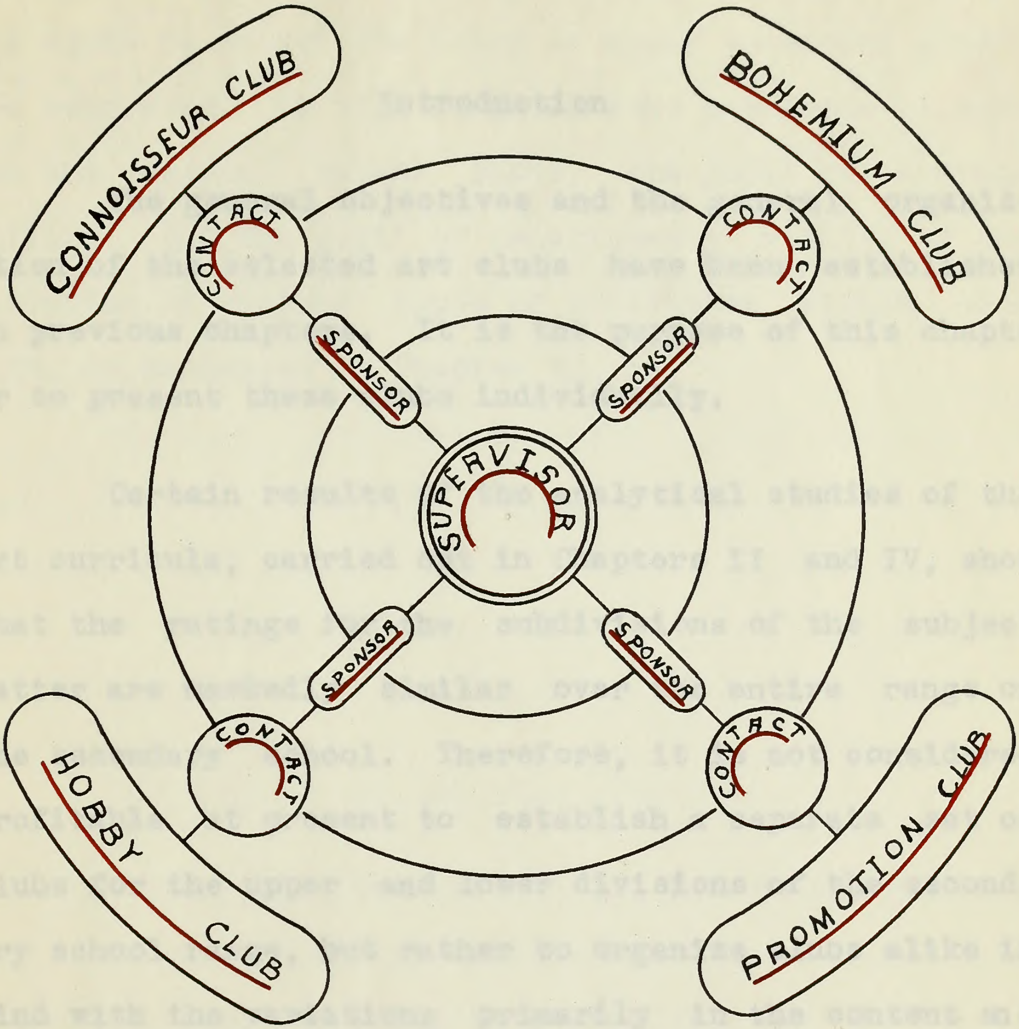
CONNOISSEUR CLUB
CONTACT
BOHEMIUM CLUB
CONTACT
SPONSOR
SPONSOR
SUPERVISOR
SPONSOR
SPONSOR
CONTACT
HOBBY CLUB
CONTACT
PROMOTION CLUB

FIGURE 10. THE FOUR ART CLUBS ARE UNIFIED BY THEIR "CONTACT" GROUPS AND THE SPONSORS AS SHOWN ABOVE. THIS FIGURE SHOWS THE PROPOSED CHANNELS FOR EXCHANGE OF IDEAS AND PROBLEMS.

CHAPTER VII

THE AIMS AND ACTIVITIES OF THE SELECTED ART CLUBS

Introduction

The general objectives and the general organization of the selected art clubs have been established in previous chapters. It is the purpose of this chapter to present these clubs individually.

Certain results of the analytical studies of the art curricula, carried out in Chapters II and IV, show that the ratings for the subdivisions of the subject matter are markedly similar over the entire range of the secondary school. Therefore, it is not considered profitable at present to establish a separate set of clubs for the upper and lower divisions of the secondary school range, but rather to organize clubs alike in kind with the variations primarily in the content and in the degree of finish expected in the art work of each.

The selected clubs which are presented below are of different natures with each club having separate and distinct functions. The club activities have been restricted to a consideration of the art subdivisions in accordance with the results of the analytical studies. This establishes a firm basis upon which further de-

tails may be developed to meet individual school conditions. Possible subject matter variations to adapt the clubs to either the lower or upper secondary grades are suggested. It will be noted that provision is made for the special talent pupil, the pupil of average ability, and the pupil of unnoticeable ability by the inclusion of various types of activities within each club, as indicated in Chapter VI.

The Bohemian Club

this club is an organization for the exercise of art activities of the artistic or creative type. Such art is for purposes of illustration, of enjoyment, the development of skills, and the intelligent use of historic design. Its nature is cultural, as well as vocational.

The name "Bohemian" has been chosen because it best expresses, without being prosaic, the artistic content of the club.

The Aims

The aims of the Bohemian Club are;

1. To enrich the limited art program for the talented pupils by providing opportunity for increased skill in technique, imagination and observation.

2. To provide a channel of self-expression through drawing and painting and design for interested pupils of average ability.

3. To produce, with the co-operation of the Connoisseur Club, continually higher levels of art work of the artistic and creative type for school and community uses.

4. To study more in detail the works of contemporaries and develop an appreciation of their works.

The Content of the Bohemian Club

The activities of the Bohemian Club, as illuatrated in Figure 11, have been selected by reference to Tables VIII and IX, and Figure 6. They are listed under three headings,- creative expression, constructive design, and decorative design, as follows:

I. Under creative design fall cartoons, and illustrations for the school publications. The art courses need supplementation in artistic drawing. In this club opportunity is provided for acquiring a wider graphic vocabulary; more figure drawing; sketching; still life and cast drawing if desired; and imaginative drawing. This division of club activities allows for more varied use of mediums than the curriculum can possibly provide. The mediums with which the Bohemian Club work are, oil, tempera, charcoal, crayon, colored inks, pen and ink, pencil of various kinds, and with a wide assortment of papers and boards.

II. Under decoartive design are borders, initials, book covers, book plates, cover and end paper designing, lettering for diplomas, title pages, headings. Designs for surface decoration for craft club members who can-

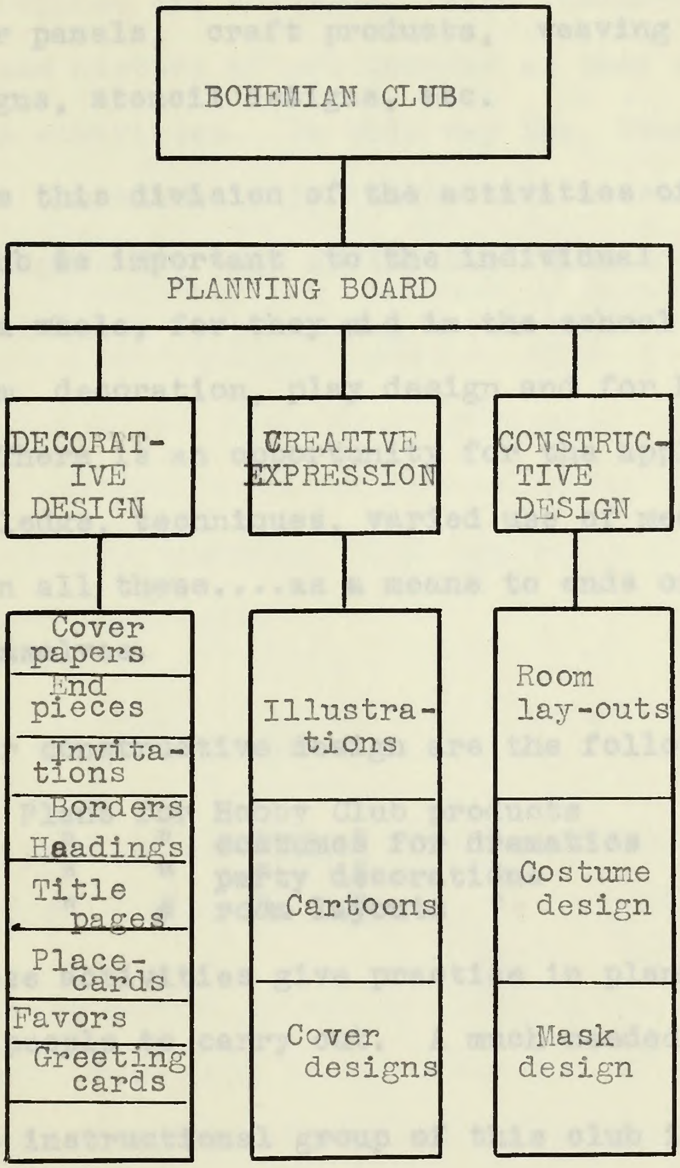
BOHEMIAN CLUB
PLANNING BOARD
DECORATIVE DESIGN
CREATIVE EXPRESSION
CONSTRUCTIVE DESIGN
Cover papers
End pieces
Invitations
Borders
Headings
Title pages
Place-cards
Favors
Greeting cards
Illustrations
Cartoons
Cover designs
Room lay-outs
Costume design
Mask design

FIGURE 11. ART ACTIVITIES OF THE BOHEMIAN CLUB.

not design well.

Provision is made for the supplementation of the curricular art by the inclusion of interior decoration, designs for panels, craft products, weaving patterns, batik designs, stencil designs, etc.

Thus this division of the activities of the Bohemian Club is important to the individual and to the school as a whole, for they aid in the school publications, room decoration, play design and for home consumption. There is an opportunity for the application of color knowledge, techniques, varied use of mediums, and practice in all these....as a means to ends of value in and of themselves.

III. Under constructive design are the following:

1. Plans for Hobby Club products
2. " " costumes for dramatics
3. " " party decorations
4. " # room layouts

These activities give practice in planning ideas for other people to carry out. A much needed ability.

The instructional group of this club is aided by the Connoisseur Club in collecting material for the talks it gives to the club members. These talks are illustrated by slides, demonstrations, and exhibits. They are given by local artists, students, the sponsor and others.

The Bohemian Club is an organization devoted to the production and practice of decorative design, constructive design and creative expression. The instructional activities are conserned with industrial arts processes and history of art insofar as they are related to these activities. In this way the Bohemian Club supplements the necessirily limited art courses, (Table VIII, and Figure 3), and definitely aims to aid all student activities by producing creative work suited to their needs.

The Promotion Club

The Promotion Club has been organized to produce the desired promotional art of the general school life. With the inclusion of these promotional activities in a single club, the continual demands for all kinds of promotional art material will not be superimposed on the art classes. In addition, the Promotion Clab supplements the curricular art courses by emphasizing the subdivisions of art subject matter which the analysis of the curricula has shown to be advisable, namely, the study of industrial arts processes, pictorial design, and informational drawing. Thus the value of this club is direct and important.

The Aims

The aims of this club, in accord with the standards set up in Chapter VI, are:

1. To develop school spirit by bringing the activities of the school community to the attention of the student body through display material of the promotional type.

2. To coordinate extra-curricular activities by assisting them all with promotional art work.

3. To raise the standard of promotional art by a uniform method of selection and production of such work.

4. To be of value to the community as well as to the school through the production of promotional material for stores and civic enterprises.

5. To supplement the art courses by extended study of commercial advertizing processes and techniques.

6. To give the pupil who is planning to continue art as a vocation the opportunity to advance more rapidly than he otherwise would in the developemtn of powers of expression.

The Content of the Promotion Club

Refering to Table III, column 3, it ia apparent that the problems of commercial and advertising art in the 7th, 8th, and 9th grades are very limited in number and variety. This table also shows that these activities, or types of art, are classified under the subdivisions of informational drawing, pictorial design, and the study of industrial arts processe.

By reference to Table IV and Figure 4, it will be seen that commercial and advertising art of the 10th to 12th grades is almost entirely restricted to the commercial art course. This course is a general survey of this art field and provides little opportunity for proficiency in any special phase.

In general, all art courses emphasized the study of the principles underlying good art products. The problems of the art classes are to be considered as a means of teaching these principles, and not merely as an erercise in skill.

Table VIII, column 1, shows the distribution of the types of advertising and commercial art used in extra-curricular activities and their spread among the divisions of the art classification. Contrasted with the curricular art work the promotional needs of the extra-curricular activities offer an opportunity for producing promotional material for a definite purpose, and for immediate use.

The Promotional Club is an organization of activities devoted to the practice and study of commercial and advertising art. The activities of this club were determined by reference to Tables III, IV, VIII, and to Figures 2, 4, and 5. The club activities are grouped under three heads, (1) informational drawing, (2) pictorial design, (3) and the study of industrial arts processes. This is shonw in Figure 12. The relation of these divisions to the club planning board is also shown by this figure. The activities of the club will now be considered.

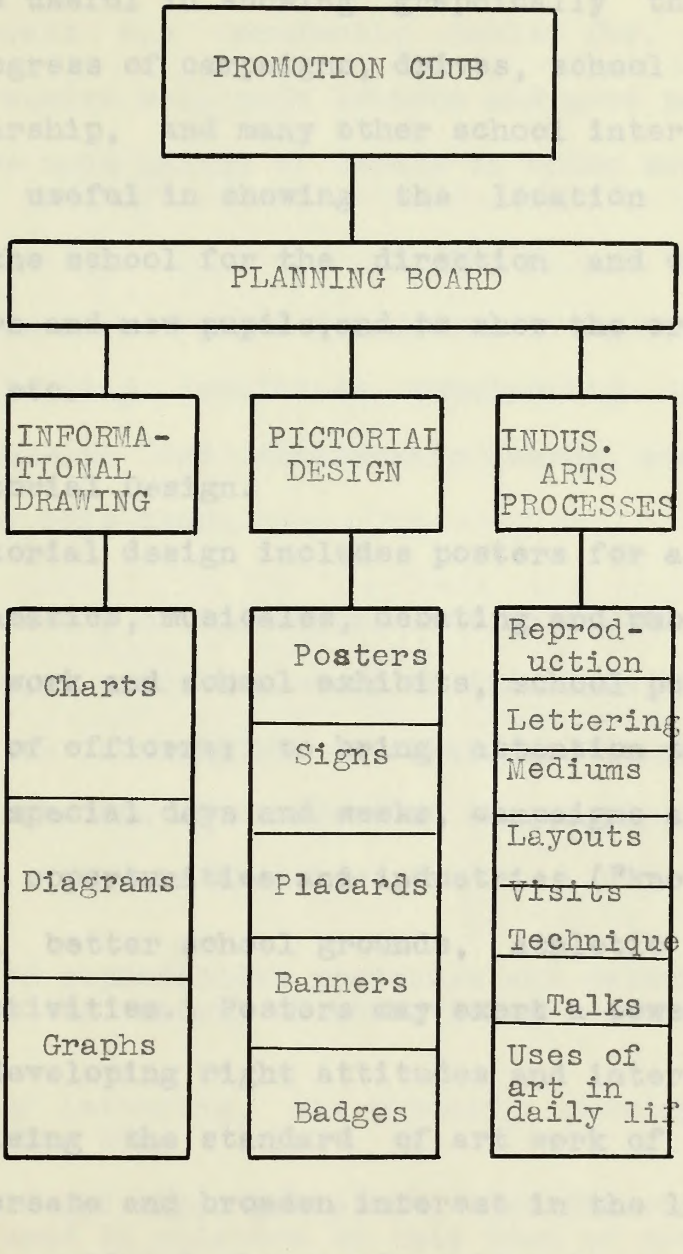
PROMOTION CLUB
PLANNING BOARD
INFORMATIONAL DRAWING
PICTORIAL DESIGN
INDUS. ARTS PROCESSES
Charts
Diagrams
Graphs
Posters
Signs
Placards
Banners
Badges
Reproduction
Lettering
Mediums
Layouts
Visits
Technique
Talks
Uses of art in daily life

FIGURE 12. ART ACTIVITIES OF THE PROMOTION CLUB.

I. Informational Drawing.

In this particular club informational drawing includes charts, diagrams, and graphs. Charts and graphs are useful in showing graphically the interest in and progress of campaigns, drives, school attendance and scholarship, and many other school interests. Diagrams are useful in showing the location of varoius rooms of the school for the direction and convenience of visitors and new pupils, and to show the organization of clubs, etc.

II. Pictorial Design.

Pictorial design includes posters for advertising school dramatics, musicales, debating and public speaking, club work and school exhibits, school publications, elections of officers; to bring attention to elective courses, special days and weeks, campaigns and drives, community opportunities and industries ("know your community"), better school grounds, athletic events and social activities. Posters may exert a powerful influence in developing right attitudes and interests. They aid in raising the standard of art work of the school and help create and broaden interest in the life of the school. A continual change of posters is necessary to portray the constantly changing events of the school. Posters contribute to the success of school activities by stimulating pupil interest and in developing anticipatio

pation for them.

Many signs and placards for doors, lunchrooms, bulletin boards, exhibits, athletic events, plays and entertainments are constantly called for. These art products require well made letters and good proportion. They may be made things of beauty in color and arrangement.

Banners and badges for decorative purposes, badges for welcoming committees, scholarship distinction awards, athletic and citizenship awards, etc., may be produced by this club.

III. The Study of Industrial Arts Processes.

Grouped under the study of industrial arts processes are the activities of obtaining technical and useful information with regard to advertising and commercial art. Some of these are,-

1. Study of reproductive processes and methods in regard to the variety of advertising covered by this club.
2. Study of lettering, its history, development, and effective use.
3. Study of and experimentation with the various mediums used in relation to this kind of art work.
4. Preparation of advertising art: layouts, principles of advertising writing, psychology of advertising and color.
5. Visits to commercial artists' studios.

6. Talks by commercial artists; by students; by the sponsor; also demonstrations, exhibits of original work and reproductions.

7. The collection, exhibiting and filing of good examples of the type of art produced and studied in this club.

8. Study made of the uses of art in commerce and industry.

The practice of technique and the development of creative ideas, together with the study of industrial processes as listed under III above, provide the deeded supplementation to the art courses,and will be of value in proportion to the enthusiasm and intensiveness with which they are undertaken. Club work will be motivated by the possibilities for immediate application of the technical knowledges and skills learned in the art class and in club work for the advancement of school activities.

The Hobby Club

The Hobby Club has the definite advantages of being suited to all types of pupils because of the variety of handicraft activities it may include; because it fills a definite gap in the curricular art program, (Figures 3 and 5), and because the construction work needed by the extra-curricular activities is easily produced by such a club.

The Aims

1. To develop an interest in some craft for use in leisure.
2. To develop manual dexterity/.
3. To aid all extra-curricular and curricular activities by producing the needed constructive products.
4. To develop appreciation of handicrafts through doing them; by the study of the processes involved and the skills required in each; and the understanding of the art qualities, and knowledge of the correct standard of judgment of the various crafts included in the club.
5. To lay a foundation for further vocational training in the handicrafts.

The Content of the Hobby Club

The art activities of the Hobby Club may be divided into three divisions, modelling, arts and crafts, and constructive design. This si shown in Figure 13.

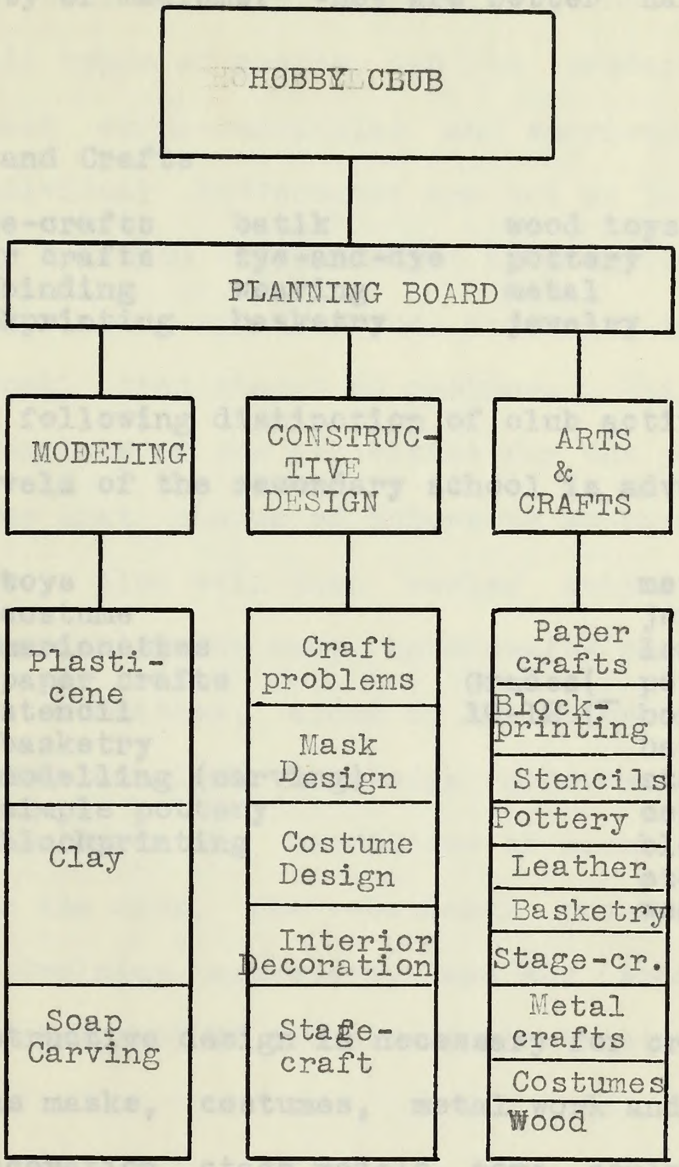
HOBBY CLUB
PLANNING BOARD
MODELING
CONSTRUCTIVE DESIGN
ARTS & CRAFTS
Plasticene
Clay
Soap Carving
Craft problems
Mask Design
Costume Design
Interior Decoration
Stagecraft
Paper crafts
Blockprinting
Stencils
Pottery
Leather
Basketry
Stage-cr.
Metal crafts
Costumes
Wood

FIGURE 13. ART ACTIVITIES OF THE HOBBY CLUB.

I. Modelling, includes clay and plastercine modelling, and also casting, soap carving and wood carving. Such activities are often unwieldly in large classes working in a variety of mediums. They are better handled in a club.

II. Arts and Crafts

stage-crafts
paper crafts
bookbinding
blockprinting
batik
tye-and-dye
weaving
basketry
wood toys
pottery
metal
jewelry
stencil
leather
costume
etching

The following distinction of club activities for the two levels of the secondary school is advanced,

Grades 7-9
- toys
- costume
- marionettes
- paper crafts
- stencil
- basketry
- modelling (carving)
- simple pottery
- blockprinting

Grades 10-12
- metal
- jewelry
- leather
- pottery
- bookbinding
- batik
- stage-craft
- costume
- blockprinting
- etching
- weaving

III. Constructive design is necessary for craft problems such as masks, costumes, metal work and jewelry, interior decoration, stage models, toys, sculpture, etc. This includes systematic planning of the work, and the application of art principles. It may also include research of a more or less serious nature. Pupils who have not the talent to design their own craft work may acquire designs from the Bohemian Club through their

respective contact groups.

Summary

This club is a most accomadating one! It is of value to all types of pupils, and its products are of value to most extra-curricular and curricular activities. Individual differences are met as in the other art clubs. Rotation of activities is possible and desirable. Pupils may spend several meetings on one type of craft work, then change to another. This does not limit the variety of the activities for the pupil, and provides for that change of interests so noticeable in adolecsents. Also with such varied activity in the club, appreciation for many handicrafts results. The instruction committee, aided by the planning board, provides the technical knowledge necessary, through research; talks on the usefulness of each handicraft included in the club, the vocational possibilities of each, the training necessary, and the standards and criteria of judgment of each; demonstrations and motion pictures.

The Connoisseur Club

The Connoisseur Club is exclusively an advisory, censorial, and research body. It does not undertake to produce creative work as in the other art clubs. By grouping the advisory, research and censorial activities pertaining to art into a single club the effectiveness of such activities is undoubtedly more immediate, more valuable and more lasting.

The outstanding aims of the Connoisseur Club are:

1. To provide ways in which a deeper appreciation and understanding of art may be furthered, and a sensitiveness to beauty in its many forms may be developed.
2. To provide channels for self-expression for the pupil with a keen interest but mediocre ability in art.
3. To correlate with other agencies and link the school life with outside activities.
4. To improve the art sense of the school community.
5. To provide enjoyment and recreation through art by trips to museums, historical places, and galleries.

The Content of the Connoisseur Club

The activities of the Connoisseur Club are of four types, (1) those in relation to the school building and grounds, (2) those of research, (3) those advisory in character, and (4) those regarding exhibits. This division of activities is shown in Figure 14. Each

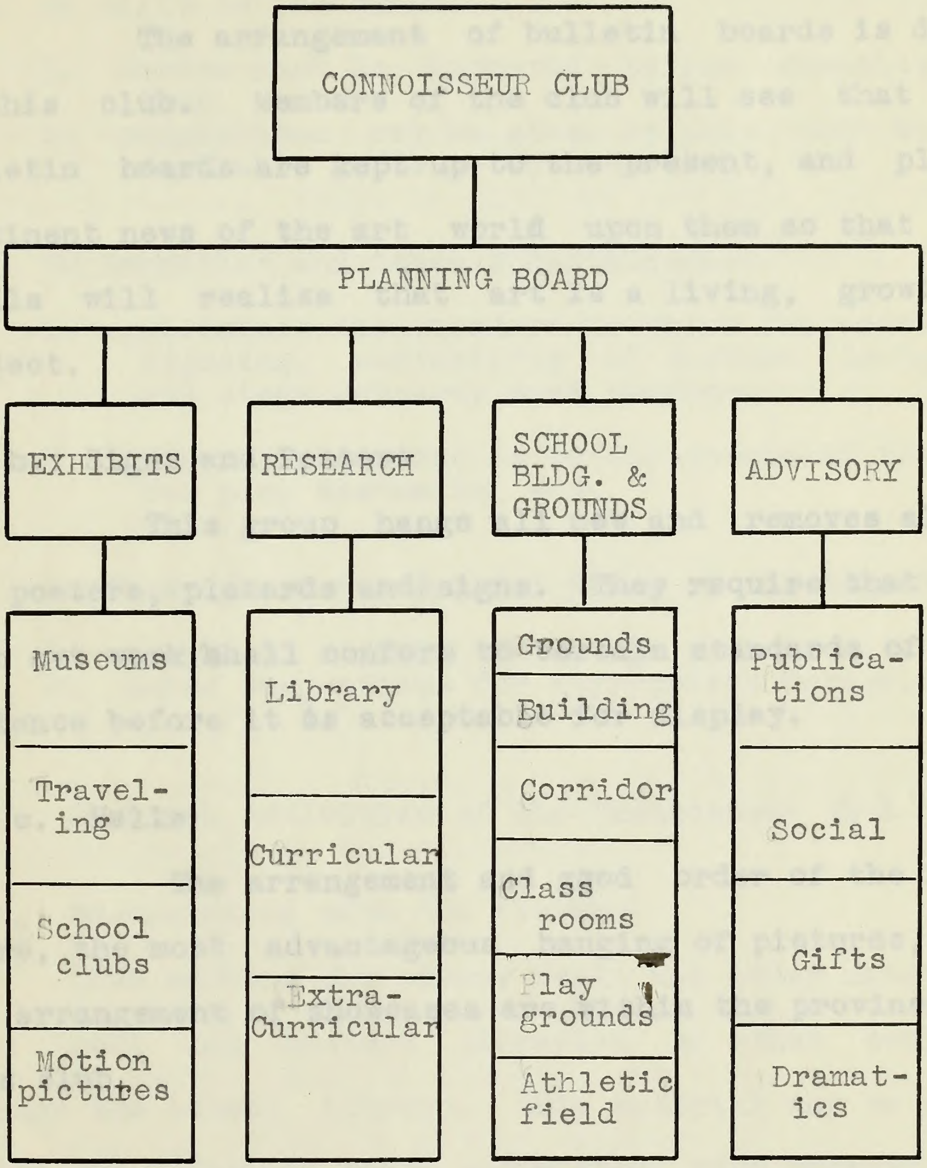
CONNOISSEUR CLUB
PLANNING BOARD
EXHIBITS
RESEARCH
SCHOOL BLDG. & GROUNDS
ADVISORY
Museums
Traveling
School clubs
Motion pictures
Library
Curricular
Extra-Curricular
Grounds
Building
Corridor
Class rooms
Play grounds
Athletic field
Publications
Social
Gifts
Dramatics

FIGURE 14. ART ACTIVITIES OF THE CONNOISSEUR CLUB.

of these follow:

I. Buildings and Grounds

a. Bulletin Boards

The arrangement of bulletin boards is done by this club. Members of the club will see that the bulletin boards are kept up to the present, and place pertinent news of the art world upon them so that all pupils will realize that art is a living, growing subject.

b. Signs and Posters

This group hangs all new and removes all old posters, placards and signs. They require that all such art work shall conform to certain standards of excellence before it is acceptable for display.

c. Halls

The arrangement and good order of the furniture, the most advantageous hanging of pictures, and the arrangement of showcases are within the province of this club.

II. Activities of Advisory Character

A. Advice to publications

1. format
2. check on illustrations made by Bohemian Club.

B. Social Functions

1. decorations
2. favors

c. On Gifts to the School

1. choice must be approved by the Connoisseur Club.
2. suggestions may be given by this club as to desirable gifts to the school.

D. On Dramatics and Other Entertainments

1. determines the standard to which the scenery, lighting, suitability of costume designs, and stage property must conform.

2. offers suggestions as to the sourse of ideas for play costuming, etc.

E. On Decorations for Special Rooms of the School

1. accepts or rejects the design presented.
2. makes suggestions for appropriate design.

III. Research Activities of the Connoisseur Club

A. Co-operating with the Library

Club members may borrow books and other material from local and distant libraries or other sources through the school library. This material may be used by all art clubs and other activities. Club members may also learn the methods of collecting, mounting, and filing material pertaining to its activities through association with the school librarian.

B. Curriculum Reference Service

Teachers have great difficulty in going through catalogues of museums and dealers and in obtaining material of the exact nature which they want for their courses. Teachers of academic subjects are not specifically trained in the fine arts, and have great difficulty in knowing where to find the material that they want. Therefore the Connoisseur Club endeavors to supply this need by collecting and listing the sources of visual material suitable for use in connection with history, literature, languages, etc. It assembles examples of pottery, textiles, carving, casts, prints, models, coins, pictures, and other objects devoted to the various ages of civilization, the various customs, traditions, crafts, and architecture, etc. Sources of comparative reading for each age will be assembled by this club for use in the classroom.

C. Extra-curricular Reference Service

In addition to the curricular reference services, often art clubs, dramatic clubs, and other activities will need material not easily obtainable in a short time. It is therefore suggested that the Connoisseur Club aid these activities in a similar amnner that it the curricular activities.

Source material may be collected in the form of

wall-paper samples, textiles, slides, prints, reproductions of paintings, motion pictures, postcards, photos, replicas of objects, toys, designs for lace, etc., books of designs and ornament, books of arts and crafts, and manufacturers catalugues, booklets of historic places and buildings, travel posters and travel literature. These are suggestions for starting a reference service for the extra-curricular clubs and activities. Such material may be obtained through museums, art dealers, publishers, travel bureaus, libraries, and tradesmen, and art schools.

IV. Activities Regarding Exibits

"If the eye is constantly greeted by harmonious objects having elegance of form and color, a standard of taste naturally grows up."[1] What better way to do this than through exhibits changed often and chosen by the pupils ? It is one of the functions of the Connoisseur Club to keep a continuously changing exhibition program af art and craft expressions.

Exhibits may be divided into several types, such as school art exhibits, club exhibits, museum loan exhibits, traveling exhibits, community art products, and

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[1] John Dewey, Democracy and Education, p. 21.

special exhibits arranged by this club. These are described below in more detail.

1. School art exhibits may be assembled from the local school, from other high schoolc in the city, or from a specially collected group of art from neighboring cities, or may be borrowed from the Carnegie Institute of Technology collection of high school art work, Such exhibits allow of comparison of art work of the local school with that from other localities. Exhibits of the work of the art courses show the variety of work carried on in a given school, its art policies and ideals, the provisions for individual differences and the growth in art ability of various pupils.

2. Art club exhibits show the various and worthwhile provision for leisure offered by the school in the way of art activities. They show the work being carried on in the clubs at present and may demonstrate the method of creating the craft work.

3. Practically all museums provide art services for their localities. This may be in the form of mounted specimens, objects illustrating various periods of civilization, photograhps, postcards, etc.

3. Traveling exhibits of paintings by contemporary artists may be obtained from the American Federation of

Arts, Barr Building, Farragut Square, Washington, D.C. Such exhibitions bring the art of America of today into the school.

4. Exhibitions of the art of the community in which the school is situated may be formed by this club. Such exhibits may be of the paintings dome by local people, crafts, places of historic interest in the community created in miniature to show the life as lived in their hey-dey. Exhibitions of the manufactured products of the community, their sources of inspiration, processes and uses.

5. Special exhibits may be arranged by this club. These might be of good examples of illustrations from current high school yearbooks, magazines, handbooks, or of pictures, high school landscaping. Exhibits of the making of art materials, and of the uses of such.

6 Exhibits of the various kinds described bring the knowledge of processes to the pupil; develop appreciation of craftsmanship; raise aesthetic standards of the pupils; relate art more closely to the lives of the pupils, and stimulate interest in the fine arts.

Summary

The activities of the Connoisseur Club are directly tword the definite purpose of raising the art standards of the student body, of the art products of the school, and indirectly raising the art sense of the community. This club offers opportunity for expression of the collecting instinct. Collecting which aill benefit not only the individual collector but the whole school as well. The activities of research and of assembling exhibits give the club members a knowledge of the local, national and foriegn art that is not otherwise obtained. They bring many types of art to the attention of the pupils that are often overlooked. It supplements the curriculum by assembling visual material for class work through correlation with other agencies. It forces the study of better art products by members of the other art clubs so that they may meet the standards of excellence set up by this club.

It raises school ideals and improves attitudes by developing a natural and instinctive appreciation of the importance of art in everyday life.

Summary of Chapter

The art clubs which have been presented have several advantages over art clubs which are based on pupil interest alone, or the policy of "A club for art's sake." The advantages of these clubs are due in no small degree to their foundation on the analytical studies of Chapters II and III.

The four clubs selected have been outlined so that they may me developed in detail to allow for individual differences by providing a diversity of related materials and experiences in each. They encoursge the practical application of art principles to all school life, thus developing appreciations and selective judgment Furthermore, they provide constant practice in co-operation for the common good, and enrich and strengthen the regular art classes.

The continuation of art work to a more advanced nature is possible by the extension of the same program of clubs to the upper secondary school level, Each club is of distinct value by itself and in relation to the others. Provision is made for systematic planning of club activities, acquisition of technical knowledge through research and instruction, and the conscious adapting of means to ends. Other art activities that

the members wish to do may be included in the various clubs.

The special talent pupil, the pupil of average ability, and the pupil whose ability is negligable are provided for by the inclusion within each club of materials and activities to attract, develop and exercise the interests and abilities of the adolescent at these two levels of the secondary school.

No one is to be definitely barred, but there is no reason why these clubs should be overrun by a group of undesirables who will detract from the worthwhile atmosphere. Growth is the important issue, and the types of work in each club should be alternately distributed in order that each member of the club may have the opportunity to participate in every activity of the club to which he belongs.

CHAPTER VIII

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The problem of this thesis was to organize art activities in the extra-curricular program of the secondary school. A method generally applicable to any secondary school was used. This consisted of determining by analysis the predominating weaknesses of the art courses and the demands made on the art department by the extra-curricular activities.

The needed supplementation of the curricular art was found to be in construction, appreciation and drawing and painting. Both the upper and lower grades of the secondary school emphasize portions of the art subject matter, as shown in Figure 8 and Table IX. The art needs of the extra-curricular activities are appreciation, construction, and design.

The solution to the problem proposed is that these neede of supplementation and service can be met by the establishment of art clubs formed to care for each type of art. Therefore four clubs were organized, the Promotion, the Hobby, the Bohemian and the Connoisseur. These names were selected as being indicative of the content and purposes of the individual clubs, yet

interesting enough to attract adolescent membership without self-consciousness. Each club has distinct and definite functions, and together they form a coördinate whole. They include activities otherwise superimposed on the art classes, and activities to enrich the art classes. The Promotional Club is an organization of activities devoted to the practice and study of commercial and advertising art. It includes informational drawing, pictorial design, and the study of industrial arts processes. The Hobby Club has a variety of construction activities. It includes arts and crafts, modelling and the study of constructive design. The Bohemian Club consists of activities in creative drawing, decorative design and constructive design. The Connoisseur Club restricts its activities to research,exerts censorial control over art displayed in the school. It advises all activities in relation to art and art qualities. Its main purpose is to raise the standard of the art of the school.

The general organization of these clubs has been worked out to meet the standards advanced by writers in the field of extra-curricular activities and to provide a variety of art activities for student choice. To provide for the special talent pupil an enriched art program, for the average pupil amny interesting and

valuable art experiences, and for the pupil of unnoticeable talent activities of co-operation and assistance. These clubs link the art work of the curriculum to the outside. They provide for leisure time and they co-operate with all school activities. In conclusion, it is believed that the establishment of these clubs present a satisfactory solution of the problem of organizing art activities, and form a basis upon which a more satisfactory and complete art program may be developed in the secondary school.

THE APPENDIX

COURSES OF STUDY IN ART EDUCATION WHICH WERE ANALYZED

High School Courses

Baltimore, Maryland - Art Course of Study for the Senior High School. 1932.

Boston, Massachusetts - Special Syllabus in Art Education for High Schools, (reprint). School Document No. 8, 1925.

Clarksdale, Arizona - High School Art Program, 1933.

Cleveland, Ohio - Course of Study in Fine and Applied art. Cleveland High Schools, 1922.

Dallas, Texas - Art, Fine and Applied. Course of Study for High Schools. 1927.

Denver, Colorado - Art. Grades 10, 11, and 12. 1925.

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Hartford, Connecticut - Freehand Drawing and Clay Modeling. n.d.

Lansing, Michigan - Course of Study in Fine and Industrial Arts, Grades 1-12 inclusively. Rev. 1928.

Lead, South Dakota - Art Course of Study. 1933-34.

Little Rock, Arkansas - Art for Junior and Senior High Schools. March 1929.

Long Beach, California - Art Course of Study for Senior High Schools. October 1932.

New Orleans, Louisiana - Course of Study. Drawing and Fine Arts. 1927.

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Pueblo, Colorado - Music and Art, Outline of Course of Study for Grades and High School. 1925.

Peoria, Illinois - Art Course of Study, High School, 1929.

Pittsburgh, Pennsylvania - Course of Sudy in Art Education, k-12. 1931.

San Diego, California - A Suggestive Course of Study in Art. Senior High School. 1928.

San Francisco, California - Fine Arts. High School. 1928. Curriculum Bulletin #12.

St. Louis, Missouri - Art for the High School. 1926.

Winchester, Massachusetts - Art Outlines, Grades 1-12. 1933-34.

Junior High School Courses

Akron, Ohio - Course of Study in Art, Grades 1-8, 1931. Publication #4.

Atlanta, Georgia - Outline of Course of Study in Art. Junior High School. 1930

Boston, Massachusetts - Special Syllabus in Art Education, Grades VII, VIII, and IX. School Document No. 5, 1931-32.

Denver, Colorado - Art. Grades 7, 8, and 9, Monograph #7, 1925.

Huron, South Dakota - Art Outlines, Grades 1-7. 1933-34.

Lansing, Michigan - Course of Study in Fine and Industrial Arts, Grades 1-12 incl. (1928 rev.).

Lead, South Dakota - Art Outlines: Grades 1-8. 1933-34.

Long Beach, California - Art Course of Sudy for Junior High Schools. Grades 7, 8, and 9, 1931.

Minneapolis, Minnesota - Art Outlines, Grades 5-8, and Junior High. 1932-33.

New York, New York - Course of Sudy in Art for the Elementary Grades, Grades IA-8B. 1931.

Little Rock, Arkansas - Art for Junior and Senior High Schools, March 1929.

Oakland, California - Course of Study in Art for Secondary Schools, Grades 7-12. 1933.

Omaha, Nebraska - Course of Sudy in Art. Elementary Grades (1-8). 1921-22.

Peoria, Illinois - Drawing Outlines, Grades 1-8, 1933-1934.

Phildaelphia, Pennsylvania - Course of Study in Art Education, 7-9.. 1927.

Pittsburgh, Pennsylvania - Course of Sudy in Art Education, K-12. 1931.

Providence, Rhode Island - Art Education - Junior High School Outline. 1932.

Pueblo, Colorado - Music and Art. Outlines and Course of Study for the Grades and High School. 1925.

San Diego - Course of Study in Art. 1928. Elementary Series #3.

Syracuse, New York - Art Education. Grades 1-8. 1933-1934.

Springfield, Massachusetts - Tentative Course of Study for Junior High School. Art (1929 revision).

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